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ABSTRACT

The bibliography contains 159 annotated citations for works of various kinds relating to the use of extensive reading in second, foreign, and heritage language instruction. An introductory section describes the origins of the citations and construction and use of the bibliography. Citations contain basic bibliographic information and annotations that range from very brief to extensive. (MSE)

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Annotated Bibliography of Works on Extensive Reading in a Second Language

ED 431 323

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Introduction

In this bibliography, we have attempted to compile references and abstracts for works of various kinds related to the use of extensive reading in second language education. The term *second language* is intended to include *foreign language*. A small number of works on heritage language education are included. A heritage language can be defined as a language not used by the dominant culture, but used by the family or associated with the culture of the students' heritage. We did not include dissertations at this point. Also, conference papers have not been included unless available via ERIC.

This bibliography is an on-going project that will, with your kind assistance, be updated at irregular intervals. We welcome feedback on and additions. If you wish to suggest an addition, we would appreciate it if you could send us a copy of the document at the addresses above. Updated versions will appear in at least two places: a website dedicated to extensive reading in second language education <http://www.kyoto-su.ac.jp/information/er/index.html>; and the website of one of the compilers <http://www.geocities.com/Athens/Thebes/1650/index.htm>.

The abstracts came from five sources:

1. When there was no abstract and we wrote one, this was noted by *
2. When we there was no abstract and we used the introduction to the piece some part thereof, or something from another part of the work as the abstract, this was noted by **.
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George Jacobs

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4. When the author wrote an abstract especially for this bibliography, this was noted by ****.

5. When an abstract accompanies the article, chapter, paper, or book, that abstract was used. No asterisk accompanies such abstracts.

We have made some attempt to include works that might be difficult to find for most educators interested in extensive reading. These works are indicated by a #. For a copy of such works, email Julian Bamford at bamford@shonan.bunkyo.ac.jp. Tell him your address and how you wish the copy to be mailed (express, standard airmail, surface mail). He will inform you of any copying and mailing charges.

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The Bibliography

The bibliography is arranged in chronological order. Within each year, entries are arranged in alphabetical order.

Rivers, W. M. (1964). *The psychologist and the foreign-language teacher.* Chicago: University of Chicago Press.

* This book sets out to explain the audio-lingual approach to the foreign language teacher, in particular the approach's connection with behaviorist psychology. Other perspectives are brought in as well. Although the audio-lingual

approach would seem to have little in common with extensive reading, in fact it is advocated, at least for students past the beginning proficiency level:

> [W]ide reading can do a great deal to extend the student's knowledge of structure, increase his [sic] vocabulary (particularly his passive or recognition vocabulary), and throw much light on "meaning" in the cultural and psychological sense of the word. Such an increase in language knowledge may occur without direct intention on the part of the reader, as a form of "latent" or "incidental" learning (p. 147).

The author urges teachers to help students select materials that will contribute to their understanding of the culture of speakers of the L2, while avoiding materials that might maintain or create unfair stereotypes.

Rivers, W. M. (1968). *Teaching foreign-language skills*. Chicago: University of Chicago Press.

* In the book's first two chapters, four L2 teaching methods are reviewed, with the author seeming to favor the audio-lingual method, including its emphasis, at least at early stages of L2 development, on oral forms of language: "[T]he best approach appears to be to present all foreign-language material at first in oral form, especially in the elementary sections of the course; ... then to train them with the script, which they may use as a help to clarification and memorization" (p. 48). She also discusses the Reading Method, which included both intensive and extensive reading. Extensive reading was done with controlled texts, often related to L2 culture, with students choosing their own books and advancing at their own speed. Some of her criticisms of the method were that too often emphasis was placed on quantity of pages read instead of on understanding of what was read, and the use of graded readers led to unwarranted confidence in L2 proficiency.

In the book's ninth chapter, "The Reading Skill", extensive reading is first mentioned in the fourth of six stages of reading training. Suggestions made include: the difficulty level of extensive reading texts should be lower than that of texts for intensive reading, "Each student should be encouraged to read at the level at which he can do so with ease and with uninhibited enjoyment" (p. 231); guessing from context and use of monolingual L2 dictionaries should be encouraged rather than concern for exact meaning; to promote reading in quantity, materials should match students' L1 reading interests; teachers might wish to read aloud to the class the first part of a book in order to encourage them to read the rest of the book for extensive reading; extensive reading can be done in pairs; and post-reading work should be quick and focus on comprehension, not memorization of minor details.

Bright, J. A., & McGregor, G. P. (1970). *Teaching English as a second language: Theory and techniques for the secondary stage.* London: Longman.

* This book, aimed at the teaching of ESL at the secondary school level, has parts devoted to extensive reading (pp. 65-80 and 92-95). Topics treated therein include setting up and managing a collection of books for extensive reading, encouraging students to read, monitoring and assessing extensive reading, and the use of class readers.

Rivers, W. M. (1972). *Speaking in many tongues: Essays in foreign-language teaching.* Rowley, MA: Newbury House.

* In the chapter titled, "Teacher-student relations: coercion or cooperation", the author states much practice in L2 instruction demotivated many students. This occurred because of uniform approaches that left no room for student choice. Further demotivating was the fact that these approaches either focused on abstract learning of language forms and use of reading materials from other times, removed from the majority of students' interests, or instruction focused on repetitive exercises that left no room for thinking. She suggests that graded readers (p. 139) provide one means of giving students a degree of autonomy, which in turn promotes intrinsic motivation.

Eskey, D. E. (1973). A model program for teaching advanced reading to students of English as a foreign language. *Language Learning, 23*, 169-184. [Reprinted in R. Mackay, B. Barkman, & R. R. Jordan (Eds.), *Reading in a second language: Hypotheses, organization, and practice* (pp. 66-78), Rowley, MA: Newbury House,1979]

* This article begins by stating that, owing to the view of language as speech, reading and writing are given a secondary role, even though they may be more important for many advanced L2 students. Furthermore, the differences between spoken and written forms of language mean that development of proficiency in the spoken form of a language will not be sufficient in promoting proficiency with the written form. The article goes on to review work by Goodman and others on the reading process, before suggesting a model reading program. This involves both intensive and extensive reading, "moving back and forth between close in-class analysis and the synthesis that reading in quantity provides". Three points are emphasized in the model program: materials that are neither too difficult nor too easy, although too easy is preferable to too difficult; content of the reading should match students' needs; and reading material must be available in large quantity. Reading labs, stocked with graded readers, provide one means of providing this quantity.

Busacker, K. (1975). Wie kann extensives Lesen ueberprueft werden? (How can extensive reading be checked?). *Praxis des Neusprachlichen Unterrichts; 22*(2), 210-214.

*** Shows the need for extensive reading in FL teaching. Suggests a test which shows whether a student has actually read the material or has simply gained a superficial knowledge of it. Discusses advantages and disadvantages of multiple-choice. Suggests test exchange for interested teachers. Includes test on Steinbeck's "The Pearl."

Hermes, L. (1978). Extensives lesen und lektueren im Englischunterricht der sekundarstufe eins (Extensive reading and reading materials in English teaching in the intermediate grades). *Englisch, 13*(3), 93-99.

*** Maintains that cursory reading of original literary texts should have no place in foreign language teaching in the intermediate grades. Discusses "edited" versions of texts, and the weaknesses thereof. Gives a review of reading texts available in series, and discusses methodological problems.

Hermes, L. 1978. Zur frage des extensiven lesens im Englischunterricht der sekundarstufe eins (On the problem of extensive reading in teaching English in grades 5-10). *Englisch, 13*(1), 1-7.

***Discusses the use of extensive silent reading, its purpose, place in the course, methodology and choice of appropriate texts.

Saragi, T., Nation, I. S. P., & Meister, G. F. (1978). Vocabulary learning and reading. *System; 6*(2), 72-8.

*** Discusses the individualization of vocabulary teaching in the ESL (English as a second language) classroom: (1) indirectly, through extensive reading, and (2) directly, through suitable vocabulary exercises. An experiment involving word frequencies is described that assessed the probable effectiveness of an indirect approach.

Dawes, S. (1979). Make time for reading. *Guidelines, 1*(2), 38-43.

This article contains practical suggestions for running an extensive reading programme. These suggestions include: how teachers can work together to grade the books so as to make it easier for students to select appropriate books; how the use of class readers can build skills that enhance students' out-of-class reading; and writing and speaking activities to use with class readers. The author concludes by emphasizing two points: the need for careful planning, and the value of time spent on extensive reading.

Piechorowski, A. (1979). Medien fuer stilles lesen im Englischunterricht (Media for silent reading in English teaching). *Englisch, 14*(3), 114-117.

*** Refers to the importance assigned to receptive skills in recent teaching plans, and proceeds to a new evaluation of silent reading in the form of so-called extensive reading. To the basic theoretical statements are added some practical working suggestions for the teacher.

Elley, W. B., & Mangubhai, F. (1981). *The impact of a book flood in Fiji primary schools.* Wellington: New Zealand Council for Educational research.

In many countries of the world, English is learned formally by pupils as a second or foreign language. Much of the instruction in schools is aimed at teaching one English structure at a time, in the belief that the learners will be able to put these discretely learnt structures together in real communicative situations. That learning for communication is slow and for the amount of time devoted to it relatively unproductive and often bereft of any enjoyment is not surprising. In the schools of the South Pacific, the situation is not different. In this report, the authors explore an alternative, more enjoyable approach to promoting the acquisition of English at the primary school level. The approach capitalizes on children's love for stories and the belief that effective learning takes place at the point of interests. Children in role schools of Fiji were exposed to a variety of high-interests illustrated story books and encourage to read and discuss them regularly. The report describes how the children's language progress was carefully monitored to investigate the affects of the new approach. The results were positive and sufficiently encouraging to give new hope to pupils and teachers of English in many contexts, and to provide sound empirical support for the contribution of reading to general growth.

Krashen, S. (1981). A case for narrow reading. *TESOL Newsletter, 15*(6), 23.

*The author states that while second language teaching often seeks to use a variety of topics, taking a more narrow approach may be more beneficial. Narrow reading is advocated because it can provide multiple comprehensible exposures to grammar and vocabulary by building readers' familiarity with particular authors and topic areas. The language gains made while reading in one topic area are believed to transfer when reading in other topic areas. Suggestions are made for implementing narrow reading, e.g., L2 courses that focus on a specific subject area.

Laufer-Dvorkin, B. (1981). "Intensive" versus "extensive" reading for improving university students' comprehension in English as a foreign language. *Journal of Reading,* 25(1), 40-43.

*** This study of various methods of teaching English as a foreign language concludes that an intensive method in which university students study passages in detail yields the best results.

Novak, S. S. (1982). *Reading laboratories: The conversion of the speed reading lab into an ESL reading lab*. ERIC Reproduction Service No. ED238286

*** It is proposed that the reading-machine laboratory provides a means for the classroom ESL instructor to continue using his present method in the classroom (intensive, theoretical-grammatical instruction) while providing additional extensive reading and learning practice with the machines in the reading laboratory. Two speed reading systems currently on the market are found to contain materials well suited to adult ESL instruction. Adjustments in speed expectations and careful selection from the large amount of material available in the programs are recommended. A reading program designed for college-bound ESL students and emphasizing comprehension skills is outlined. The facility requirements are given, and the controlled reader is the primary equipment recommended. Applications of the suggested instructional materials are described.

Schon, I., Hopkins, K., & Davis, W. A. (1982). The effects of book in Spanish and free reading time on Hispanic students' reading abilities and attitudes. *NABE Journal* 7(1), 13-20.

The Spanish and English reading abilities, reading attitudes and academic self-concepts of two comparable groups of elementary Hispanic students were investigated. The effects of providing a great variety of books in Spanish and sixty minutes a week of free reading time were studied by analyzing the results of the *Tests of Reading: Inter-American Series* and by having students respond anonymously to reading attitude and academic self-concept inventories. There was a trend for significantly higher Spanish reading performance in the experimental group with no loss in their English proficiency. The reading attitudes of the experimental groups also improved significantly.

Elley, W. B. & Mangubhai, F. (1983). The impact of reading on second language learning. *Reading Research Quarterly, 19,* 53-67.

Five critical differences between first and second language learning were identified and discussed. It was hypothesized that the effect of these differences in formal education could be virtually eliminated by means of a reading program based on the use of an abundance of high-interest illustrated story books. A sample of 380 Class 4 and 5 pupils from eight rural Fijian schools with very few

books was selected, and each class was provided with 250 high-interest story books in English. The 16 participating teachers were given directions in two different methods of encouraging the pupils to read the books. Pre- and posttests were given to all pupils and to matched control groups of 234 pupils who followed the normal structured English language program, which puts little emphasis on reading. Posttest results after eight months showed that pupils exposed to many stories progressed in reading and listening comprehension at twice the normal rate, and confirmed the hypothesis that high-interest story reading has an important role to play in second language learning. After 20 months, the gains had increased further and spread to related language skills.

Hamp-Lyons, E. (1983). Developing course to teach extensive reading skills to university-bound ESL learners. *System, 11*, 303-312.

Most courses in English for academic purposes concentrate on teaching traditional reading comprehension skills at the intensive level, and do not offer help to the students with the area of reading which frequently causes the non-native student the greatest difficulty in his English-medium university courses: the sheer volume of reading required, which often overwhelms the foreign university student. At Universiti Sains Malaysia there was a particular need for a course which would help students to develop extensive reading strategies and offer them sufficient opportunity to practice these in a controlled situation. The course which was developed used overhead transparencies keyed to a tape recording in the skill development stages, and proceeded to real university textbooks. At WESL Institute of Western Illinois University, the concept of a course in extensive reading skills was retained, as was the use of the overhead projector as a presentation technique, but the course which was developed was rather different, as a response to differing student needs and as a result of background research into psycholinguistic theories of the reading process, coupled with experience gained from the use of the first course.

Bamford, J. (1984). Extensive reading by means of graded readers. *Reading in a Foreign Language, 2*, 218-260.

This paper is an overview of graded readers. It first outlines the characteristics of the graded reader, and its contribution to foreign language teaching. Second, suggestions are made as to the use of graded readers so that their potential may be maximized. Third, the grading systems themselves are analyzed, as are the levels of published titles in terms of their readability. Next, the article presents a detailed bibliography of most available titles—from beginner to intermediate levels—of interest to secondary level and adult learners. And finally, practical advice is given for setting up a library of graded readers.

Davies, A. (1984). Simple, simplified and simplification: What is authentic? In J. C. Alderson, & A. H. Urquhart (Eds.), *Reading in a foreign language* (pp. 181-195). London: Longman.

* Simplification is often used to create extensive reading materials for L2 students. The author begins this chapter by stating that "Simplicity is difficult". He goes on to describe some of the issues involved in simplification of language and its relation to authenticity. In conclusion he states, "In teaching our concern is with simplification, not with authenticity. Everything the learner understands is authentic for him. It is the teacher who simplifies, the learner who authenticates."

Elley, W. B. (1984). Exploring the reading difficulties of second-language learners in Fiji. In J. C. Alderson, & A. H. Urquhart (Eds.), *Reading in a foreign language* (pp. 281-297). London: Longman.

* This chapter begins with a description of how reading is taught in Fiji and of the Tate Oral English Program based on audio-lingual principles and used widely in the South Pacific. Next, data are presented indicating that the cloze procedure may be valid for assessing L1 and L2 reading. The author then explains why he supports two changes to the teaching of reading n Fiji: more books in schools and an instructional approach that encourages students to read much more. First, he presents data in which the variable that correlated most strongly with reading scores - after removing variance accounted for by home background - was the size of students' school library. Many primary schools were found to lack well-stocked libraries, or even not to have libraries, in part due to the absence of indigenous children's literature in written form. Second, he argues that the audio-lingual approach's delay in the introduction of reading generally and in the introduction of specific structures in reading until they have been taught orally is unfounded, especially in light of work, mostly in the 1970s, by students of reading such as Clay, Goodman, and Smith. Instead of books chosen for their controlled use of selected grammatical structures, he suggests a reading programme based on high interest stories in order to encourage reading by primary school students. The editors' postscript to the chapter includes a discussion of the relative place of oral and written forms of language in L2 education.

Schon, I., Hopkins, K. D., & Vojir, C. (1984). The effects of Spanish reading emphasis on the English and Spanish reading abilities of Hispanic high school students. *Bilingual Review, 11*, 33-39.

Two studies were conducted in which high-interest reading materials in Spanish with a wide range of readability were provided to Hispanic students in remedial reading classes at two Arizona (U.S.) high schools that have a substantial proportion of Hispanic students. Comparable Hispanic students in other remedial reading classes taught by the same teachers served as the control group. Spanish reading, English reading, and affective (reading attitude/academic self-concept) measures were employed as pretests and posttests. Analyses of

covariance failed to detect any significant difference in the E (experimental) and C (control) means, although some method-by-teacher interactions were evident on both the Spanish reading and affective measures. Classroom observation and teacher interviews revealed that U.S.-born Hispanics had little interest in and rarely made use of the Spanish materials, but recent Hispanic immigrants to the United States enjoyed the materials and used them extensively.

Cline, W. (1985, May). *Teaching Spanish for technical purposes*. Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions, Dearborn, Michigan. ERIC Reproduction Service No. ED272020

***An Eastern Michigan University course in Spanish for special purposes with an emphasis on technology was intended to serve students of business, international trade, and technology, but the actual enrollment came largely from the department of foreign languages and bilingual studies. However, significant diversity in scientific preparation and aptitude and in language proficiency was still found in the course population, both undergraduate and graduate. The courses have since been designed for a broad target group, with emphasis placed on translation from Spanish to English and limited English-to-Spanish translation practice. The course content includes fundamental technological and scientific terminology in a variety of fields (mathematics, physics and subfields, chemistry, biology, and automotive and computer technology). The methodology used involves extensive readings, vocabulary review, translation, oral reports, and examinations. Instructional materials at varying linguistic levels and from a variety of fields are used. Student evaluations of the course have indicated satisfaction with the amount of learning in varied fields and with their newly acquired ability to translate technical texts. Student dissatisfaction relates to learning vocabulary in fields unrelated to career goals, text difficulty, and the instructor's lack of technical knowledge in some fields. Course outlines are appended.

Hedge, T. (1985). *Using readers in language teaching*. London: Macmillan.

* This book contains eight chapters. The first explains how graded readers are written by means of lexical, structural, and information control, and discusses issues related to such simplification. The next chapter describes how using graded readers can help learners develop knowledge of language and language use, improve their reading skills and strategies, and enhance their attitudes toward reading. Ideas for selecting graded readers for student use are presented in chapter three, followed by a chapter on how to introduce students to graded readers. Chapter five deals with setting up a class library and how to encourage students to use it frequently and wisely. Chapter six presents ideas for activities when each student selects their own book to read, and the next chapter give suggestions for when the entire class is reading the same book. The final chapter provides examples of activities that teachers can create to accompany the graded reader collection.

Schon, I., Hopkins, K. D., & Vjoir, C. (1985). The effects of special reading time in Spanish on the reading abilities and attitudes of Hispanic junior high school students. *Journal of Psycholinguistic Research, 14*, 57-65.

The purpose of this study is to determine whether providing special reading time with a wide variety of reading materials in Spanish affects the reading abilities, reading attitudes and academic self-concepts of Hispanic junior high school students. Common reading measures in both English and Spanish, and related attitude tests, were given to 400 experimentally accessible Hispanic students. On most of the measures, the difference between the E (experimental) and C (control) groups was not statistically significant. On the 4 measures for which significance (alpha level = 0.10) was attained (and on the other tests not achieving statistical significance) there was a trend for the E group to perform better on the Spanish reading tests and the C group to do better on the English reading tests. Differences on the reading attitude and academic self-concepts tests did not approach statistical significance. The pattern of results was consistent for both sexes, and for students who were, and who were not, taking a Spanish language course, and for student whose teachers taught in both the E and C situations. E teachers who were conscientious in implementing the treatment tended to have significantly greater gains in both English and Spanish reading achievement. Within the E group gains in English and Spanish reading abilities were positively correlated.

Grabe, W. (1986). The transition from theory to practice in teaching reading. In F. Dubin, D. E. Eskey, & W. Grabe (Eds.), *Teaching second language reading for academic purposes* (pp. 25-48). Reading, MA: Addison-Wesley.

* This chapter considers issues of approach, design, and procedure in L2 reading instruction. Under approach, two claims made that are relevant to extensive reading are "Reading requires practice--time on task" and "Reading requires purpose--motivation (interest, need)". Under design, the author discusses how extensive reading provides what he calls a "Critical Mass of Knowledge" of both language and of the world. This critical mass supports reading as well overall L2 proficiency. Thus, extensive reading is part of the design for reading instruction at all proficiency levels, including elementary. Suggestions for procedures include extensive reading done outside of class with materials selected less for their authenticity than with consideration for their being challenging but not too difficult, so as to build students' confidence. By reading such materials, students are more likely to develop effective reading habits.

Janopoulos, M. (1986). The relationship of pleasure reading and second language writing proficiency. *TESOL Quarterly, 20*, 763-768.

* This study investigated whether either L1 or L2 pleasure reading is positively correlated with L2 writing proficiency among 79 graduate students at a U.S.

university who were non-native speakers of English. Data were collecting by asking students to write a composition on one of three open-ended topics. They were then asked to provide data on their age, sex, L1, years of English study, and time spent weekly on pleasure reading in their L1 and in English. Writing proficiency was found to positively correlate with quantity of time spent on L2 pleasure reading but not on L1 pleasure reading or a combination of L1 and L2 pleasure reading.

Jensen, L. (1986). Advanced reading skills in a comprehensive course. In F. Dubin, D. E. Eskey, & W. Grabe (Eds.), *Teaching second language reading for academic purposes* (pp. 103-124). Reading, MA: Addison-Wesley.

* This chapter describes an approach to teaching reading to high intermediate-advanced level L2 students taking a comprehensive skills course. The author suggests that such a course use content themes to simulate a regular university course. Authentic materials are combined with L2 textbooks to create theme-based units that require students to read analytically. These units consist of both core readings used for intensive reading and supplementary readings available for extensive reading. The latter provide students with greater reading quantity, as well as with the responsibility of self-selecting materials. A key rationale for extensive reading is that "the more students read, the better readers they become (and the better they read, the more they enjoy reading)". The extensive reading component also provides a place for texts too long to be read in class. The author suggests that students do activities based on their extensive reading and keep a log of these activities, as extensive reading is viewed as required course work.

Shanefield, L. (1986). ESOL at the library: How to set up a collection. *TESOL Newsletter, 20*(5): 1, 5.

* This article explains how a special ESOL reading section was set up in a university town in the U.S. An eight-step procedure is described: determine who needs the books; contact the library director; draft a budget; order books; divide duties; catalogue and shelve the books according to word level, and get ready to circulate the books; publicize the collection; and maintain the collection by doing an inventory, replacing worn or lost books, and adding new titles and second copies. The author's final piece of advice is to start small.

Stoller, F. (1986). Reading lab: Developing low-level reading skills. In F. Dubin, D. E. Eskey, & W. Grabe (Eds.), *Teaching second language reading for academic purposes* (pp. 51-76). Reading, MA: Addison-Wesley.

* This chapter provides guidance in setting up a reading lab for low intermediate students (400-450 TOEFL). Such a lab is not viewed as an adjunct to other courses, but as an independent course in itself. Reading lab activities involve

extensive reading, as well as activities such as skimming, scanning, and phrase reading. Suggestions are provided for conducting individualized outside reading, including selection and organizing of materials, establishment of reading requirements, physical set up of the lab, the use of a form of simple book reports (an example of which is provided), and modifications for lower and higher proficiency levels.

Eskey, D. E. (1987). Conclusion. In J. Devine, P. L. Carrell, & D. E. Eskey (Eds.), *Research in reading in English as a second language* (pp. 189-192). Washington, DC: Teachers of English to Speakers of Other Languages.

* Reviewing the research presented in the book's previous chapters, the author concludes that because reading is such a complex, interactive, and multifaceted process, sustainable progress can only be via a large quantity of reading of texts of increasingly greater difficulty.

> Unless students can somehow be induced to develop a serious interest in some kind of reading that leads to a long-term reading habit, all talk of teaching reading becomes meaningless. There is much that can be done to help students along, and to wean them from counter-productive strategies, but providing appropriate material to read, that is, material which the students themselves find interesting or useful at a level which is largely comprehensible to them, should always be the teacher's first priority.

Parker, R., & Turner, J. (1987). Breeding the reading bug. *TELL, 3*, 20-22.

* This article discusses the problem of students who can read but do not. This may be due to instructional strategy that emphasize reading skills at the expense of giving students large amounts of experience with whole texts. Suggestions are made as to how to put books in the classroom, make time for silently reading and reading aloud by the teacher, encourage students to share what they read and keep a record of their reading, and avoid the pitfalls of students competing with one another over who has read more.

Parrott, J. (1987). Reading syndicates: A working model for the language classroom. *Reading in a Foreign Language, 3*, 411- 416.

A classroom model is proposed for developing an interest in reading for pleasure and increasing literacy competence amongst intermediate or advanced language students. The relevant background to the teaching and learning situation in which this scheme was elaborated is outlined, and reasons given for wanting a more sophisticated wide-reading programme than the traditional class reader. At the heart of the article is a detailed model showing the mechanics involved in implementing a reading syndicate wed, with examples of texts which have been used successfully. The article concludes by enumerating perceived advantages

of such a system and suggesting possible adaptations in different teaching situations.

Simensen, A. M. (1987). Adapted readers: How are they adapted? *Reading in a Foreign Language, 4*, 41-57.

Adapted readers are described as one type of graded reader. Arguments are given for using graded readers in the teaching of English as a foreign (or second) language. The paper reports selected research results of a study of publishers' policy on text adaptation. The main principles of text adaptation, as reflected in publishers' documents, are described and compared. Previous research relevant to text adaptation is briefly described.

Bearne, C. (1988). Readers and 'Readers': Foreign language reading in 18+ learners. Russian as a case study and some strategies. *Reading in a Foreign Language, 5*, 163-179.

This article examines the foreign language learning needs of a specific group of undergraduates and postgraduates, principally learners of Russia, with particular reference to their need to develop reading skills in the foreign language. It examines what actual reading this group do and how this relates to their previous language learning experience. Traditional educational publications designed to foster reading skills—readers, are examined, taking Russian as an example, and their effectiveness evaluated. In the light of the evaluation alternative strategies are explored—with a view to integrating reading into the total FL learning process.

Brown, D. S. (1988). *A world of books: An annotated reading list for ESL/EFL students* (2nd ed.). Washington, DC: Teachers of English to Speakers of Other Languages.

** This book is designed to "help students who are fairly proficient in English, but not completely at home in the cultures of English-speaking countries, to find books that they can read with a maximum of pleasure and a minimum of frustration".

Dunning, B. D. (1988). Young adult literature as a bridge to academic success. *TESOL Newsletter, 23*(6), 1, 10-11.

* This article proposes that L2 students can benefit from reading books written for young adult native speakers. Among the suggested benefits of reading such books are that modern themes, fast pace, relatively short page length, uncomplicated plots, and contemporary language. Sources of recommended titles are provided.

Greenwood, J. (1988). *Class readers*. Oxford: Oxford University Press.

* The large majority of this book is devoted to describing activities that can be used to accompany class readers. These are divided into pre-reading, while reading, after reading, and a section on "changing frame" with activities in which student are asked to view the text from a different perspective. For instance, if the class is reading *Silas Marner*, they could try to see the story from the point of view of an adoption committee, charged with deciding to whom to grant adoption rights. An eight-lesson sample scheme of work is also provided.

Hill, D. R., & Thomas, H. R. (1988). Guided readers (Part 1). *ELT Journal, 42*(1), 44-52.

* This article presents a survey of twelve series of English language graded readers. The following characteristics are considered: covers, page length, size and look of pages, illustrations, vocabulary and syntax control, glossaries, introductions, pre-reading questions, chapter headings, type of book (story, play, poetry, or long fiction), genre (fiction - animal, fable, general, romance, spy, science fiction, sport, thriller, or western - and non-fiction - animal, biographical, cultural, geographical, historical, scientific, or sport), setting, period, gender of protagonist, sensitive issues, readability level, interest rating, and age of readership.

Hill, D. R., & Thomas, H. R. (1988). Guided readers (Part 2). *ELT Journal, 42*, 124-136.

* This article continues the authors' survey of graded readers, examining the twelve series, rating them, and describes strengths and weaknesses of each.

Krashen, S. D. (1988). Do we learn to read by reading? The relationship between free reading and reading ability. In D. Tannen (Ed.), *Linguistics in context* (pp. 269-298). Norwood, NJ: Ablex.

** In this paper, I review studies that attempt to determine whether there is a relationship between the amount of pleasure reading done and reading ability, as measured by tests of reading comprehension. Three kinds of studies are presented:

1. Free reading programs done in school (e.g. Sustained Silent Reading, Self-Selected Reading).
2. Students' reports of free reading outside of school.
3. Reading resources, or the availability of books and other forms of print.

I will argue that free reading consistently relates to success in reading comprehension, and that the apparent counterexamples to this generalization are easily dealt with.

Wodinsky, M., & Nation, I. S. P. (1988). Learning from graded readers. *Reading in a Foreign Language, 5*, 155-161.

A word frequency study was made of two graded readers and an unsimplified text to determine the contribution that graded readers can make to vocabulary learning. Assuming that 10 repetitions are needed for learning, it was found that in order to master the vocabulary at a particular level, it would be necessary to read several texts at that level. It was also found that when moving from one level to another, it is not necessary to learn the vocabulary of the new level, or indeed to, master all the vocabulary of the previous levels, in order to read successfully at the new level. Graded readers also provide suitable conditions for unknown words from context.

Hafiz, F. M., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT Journal, 34*(1), 5-13.

A three-month extensive reading programme using graded readers was set up involving one experimental group and two control groups of ESL in the UK. The programme, inspired by Krashen's Input Hypothesis, was designed to investigate whether extensive reading for pleasure could effect an improvement in subjects' linguistic skills, with particular reference to reading and writing. The results showed a marked improvement in the performance of the experimental subjects, especially in terms of their writing skills. A number of recommendations are made regarding the setting up of extensive reading programmes.

Hill, D. R., & Reid Thomas, H. (1989). Seven series of graded readers. *ELT Journal, 43*, 221-231.

* This article presents a review of seven series of graded English language readers. A set of categories modified from the authors' 1988 surveys of graded readers is used.

Robb, T. N., & Susser, B. (1989). Extensive reading vs. skills building in an EFL context. *Reading in a Foreign Language, 5*, 239-251.

Reading has been taught by the translation procedure in EFL situations such as Japan, but today there is a trend towards the use of ESL-type "skills building" text books and procedures and, to a much lesser extent, towards extensive reading. There is a considerable difference between these two procedures, not only for teachers and learners, but also for the allocation of institutional resources. Despite this, there is little useful research comparing them. This paper examines previous research on extensive reading, and then describes an experiment

comparing the improvement of reading comprehension by Japanese college freshmen taught by either a skills-based or extensive reading procedure. The results suggest that extensive reading may be at least as effective as skills-building, with the important advantage that it is more interesting for the learners.

Susser, B., & Robb, T. N. (1989). Extensive homework. *The Language Teacher, 13*(8), 7-9.

* This article describes one approach to extensive reading used with classes of first-year university students in Japan and the methods used to encourage these students to read extensively and to do writing based on this reading. These classes were involved in a study reported in Robb and Susser (1989). Students read unsimplified materials written for native speakers at levels from elementary school to adult, and not available in Japanese translation. A page weighting system was used to measure quantity of student reading. To encourage students to do the reading, varies strategies were used: points were given for number of weighted pages read; a student record of books read was monitored by teachers; and students wrote summaries of the books they had read. Based on questionnaire data, the authors report that students liked the approach. They also believe their summary writing improved.

Tudor, I., & Hafiz, F. (1989). Extensive reading as a means of input to L2 learning. *Journal of Research in Reading; 12*, 164-78.

*** Investigates whether a three-month extensive reading program involving graded readers could improve English-as-a-Second-Language (ESL) learners' second language competence. Finds improvement in reading and writing skills and a simpler but more correct use of syntax in the second language.

Pitts, M., White, H., & Krashen, S. (1989). Acquiring second language vocabulary through reading: A replication of the Clockwork Orange study using second language acquirers. *Reading in a Foreign Language, 5*, 271-275.

Adult second language acquirers were asked to read the first two chapters of *A Clockwork Orange*, a novel containing a number of slang word of Russian origin ("nadsat" words). Subsequent testing revealed modest, but significant incidental acquisition of nadsat words. This result replicates Saragi et al.'s findings for native speakers of English and confirms that adult second language acquirers can acquire vocabulary from reading.

Cliffe, S. (1990). How to set up a class reading library. *The Language Teacher, 14*(12), 29-30.

* The author proposes that setting up a class library is a good way to bring books to students' attention. Among the suggestions given for setting up such a library

are: survey students about their reading preferences; provide short introductions to the books and a worksheet to guide students in selecting suitable books; establish a procedure for recording which books students are reading and which ones they like, but avoid post-reading tasks that make reading a chore; and have a student library monitor to help maintain the collection.

Fox, G. M. (1990). Increasing intrinsic motivation in second language readers. *The Language Teacher, 14*(3), 13-15.

* This article explains: why intrinsic motivation is crucial for reading, what factors increase and decrease intrinsic motivation to read, and how to design a reading program that promotes intrinsic motivation. Suggestions include encouraging students to stop reading a book they are not enjoying, using enjoyable and non-threatening means of checking on students' reading, and allowing students to do extensive reading in a comfortable place, one not associated with serious studying.

Hafiz, F. M., & Tudor, I. (1990). Graded readers as an input medium in L2 learning. System, 18, 31-42.

The article describes an experiment into the effect of a 90 hour extensive reading programme using graded readers on the language development of a group (N=25) of learners of English as an L2 in Pakistan. Results show significant gains in both fluency and accuracy of expression, though not in range of structures used. It is suggested that extensive reading can provide learners with a set of linguistic models which may then, by a process of over-learning, be assimilated and incorporated into learners' active L2 repertoire. The results are discussed with reference to a related study by the same authors in an ESL context in the UK.

Hyland, K. (1990, April). Purpose and strategy: Teaching extensive reading skills. *English Teaching Forum*, 14-17, 23.

* This article stresses that students need to read for a real purpose, rather than focusing on reading as a tool for teaching language. These authentic purposes will vary and include finding main points, mastering content, relaxation, and finding specific information. Different reading strategies will be appropriate to these different purposes. The focus of this article is on helping students develop the flexibility to use a variety of strategies when they read independently. These strategies include: surveying, skimming, scanning, phrase reading, and identifying the genre of a text.

Kitao, K., Yamamoto, M., Kitao, S. K., & Shimatani, H. (1990). Independent reading in English—Use of graded readers in the library English as a second language corner. *Reading in a Foreign Language, 6*, 383-398.

Recently the study of English for the purpose of communication has increased to importance in Japan. Use of graded readers for individualised reading helps improve students' English reading skills. In this paper, we will report on a study of this method. Using 220 graded readers divided into four levels, we offered 300 freshman and sophomore English students an opportunity to read graded readers over a period of four to six weeks. According to the results of reports on the books and a questionnaire administered at the end of the study, many students have a desire to read English books. 60% of the students who did read books chose elementary level (less than 1,000 words) books and 27% read low-intermediate level (less than 2,000 words) books. Extra credit points helped motivate students to read. Of the students who did not read any books, the most frequently expressed reason was that they were too busy. It is important to increase the number of books and the variety of topics available so all students can find books that are in familiar fields or of interest. We conclude with a brief discussion of how such a program could be improved, based on the results of our survey.

Lipp, E. (1990). Extensive reading through sustained silent reading: developing comprehension in adult learners. *CATESOL Journal, 3*(1), 75-91.

This article discusses an adjunct Sustained Silent Reading Program (SSR) in which getting satisfaction from reading and developing a better attitude toward reading are the goals. When during SSR, students self-select books from a collection and read them. They also write journal entries, prepare oral and written book reports, and talk about books that they are reading, they receive recognition for the books they finish. While it is the student's task to read and read a lot, it is the ESL program's task to provide a variety of interesting books that students can understand.

Raj, D., & Hunt, B. (1990). The Malaysian Class Reader programme. *Reading in a Foreign Language, 6*, 369-382.

This paper briefly describes reading standard in Malaysian schools, outlines a Class Reader programme, and provides samples of teaching files designed to help teachers implement the programme. * Background information is provided on the teaching of English in Malaysia and on the reading habits of Malaysians. To help English teachers implement the programme, teaching files were prepared for the class readers. A file included: overview on the programme; background on the particular text and its author; a possible introductory lesson; suggestions for further lessons, including post-reading ideas; lesson ideas for an entire term; and guidance on record-keeping. Seven sample activities are provided.

Stuart, K. (1990). Developing extensive reading skills with culturally relevant folktales. *TESL Reporter, 23*(1), 3-4.

This article describes an extensive reading course for tertiary students at an education college in China. The program begins with English translations of Chinese folktales, before moving on to simplified novels and then unsimplified American or British literature. Approximately 15 minutes of each class is spent with students retelling stories they have read. The course grade is based solely on regular quizzes on the assigned readings.

Susser, B., & Robb, T. N. (1990). EFL extensive reading instruction: research and procedure. *JALT Journal, 12*(2), 161-185.

This article surveys the literature on extensive reading and establishes a working definition of extensive reading as a language teaching/learning procedure. It explores the main issues in extensive reading, including the role of graded readers and the transfer of L1 reading ability. A model of extensive reading is described, based on Richards and Rodgers' (1982) definition of "procedure."

Brusch, W. (1991). The role of reading in foreign language acquisition: Designing an experimental project. *ELT Journal, 45*, 156-163.

This article describes the rationale and structure of a research project into the effectiveness of reading in foreign language acquisition. The article focuses on two issues: the initial stages of the project (which has been very much influenced by a similar one carried out by Elley and Mangubhai, 1983); and some aspects of the backgrounds of the pupils involved. In the first stages of the project, pupils in fifteen Hamburg schools have been provided with class libraries, and tests have been administered in both 'reading' groups and 'non-reading' groups. Both groups will be tested again, in two years' time. The background information about the pupils suggests that reading is, in fact, more popular amongst them than might be supposed, but that the provision and organization of reading materials in school fall far short of pupils' needs and interests.

Coll, A. et al. (1991, April). *Impacto de un programa de lectura extensiva en la adquisicion de una segunda lengua* (Impact of an extensive reading program on second language acquisition). Paper presented at National Congress of the Spanish Association of Applied Linguistics, San Sebastian, Spain. ERIC Document Reproduction Service No. ED353772

*** This study investigates the application of Krashen's Input Hypothesis, studying the relationship between exposure to the target language and language acquisition within the context of the English-as-a-foreign -language secondary classroom in Spain. The project studied the effect of additional reading instruction with emphasis on reading for pleasure. Series of graded readers were

made available to students in the experimental group who were asked to turn in short reports on which they received teacher feedback. An average of 15 hours of after school reading was completed by students in the experimental group. Student achievement was evaluated via the short form of the English Language Skills Assessment (ELSA), a multiple-choice cloze test, a dictation test, the Spew test (vocabulary), and a self-assessment measure. The difference between control and experimental groups was not significant. The following possible explanations are provided: reading does not correlate with greater achievement in a second language; the treatment provides either inadequate or insufficient input to support Krashen's hypothesis; the length of the study was insufficient to show significant results; the measurement tools used were inadequate to capture differences.

Cunningham, R. (1991). The Zanzibar English reading programme. *Reading in a Foreign Language, 8*, 663-675.

The brief ELT background and description of the reading programme's design and aims are first given. The paper then identifies the main problem areas in implementation and describes the broad approaches used to address them. Specific problems and the programme's response to them, relating to both Class Readers and Class Libraries are examined. Finally some conclusions are reached in the light of our experiences, which may have implications for the design and implementation of similar programmes.

Day, R. R., Omura, C., & Hiramatsu, M. (1991). Incidental EFL vocabulary learning and reading. *Reading in a Foreign Language, 7*, 541-551.

During the process of first language development, children learn new vocabulary incidentally from listening and reading situations. While it has been claimed that the same is true for second language learners, there is a paucity of empirical evidence. This paper reports the results of an investigation whose purpose was to determine if Japanese EFL students could learn vocabulary incidentally while reading silently for entertainment in the classroom. The findings demonstrated that such incidental vocabulary learning did occur for both high school and university students.

Elley, W. B. (1991). Acquiring literacy in a second language: the effect of book-based programs. *Language Learning 41*, 375-411.

This article outlines a set of recent little-known empirical studies of the effects of "book-floods" on students' acquisition of a second language in elementary schools. In contrast to students learning by means of structured, audiolingual programs, those children who are exposed to an extensive range of high-interest illustrated story books, and encouraged to read and share them, are consistently found to learn the target language more quickly. When immersed in meaningful text, without tight controls over syntax and vocabulary, children appear to learn

the language incidentally, and to develop positive attitudes toward books. In some cases, the benefits are found to spread to other subjects and languages. Implications are drawn for language policy in developing countries and some support is established for such concepts as "comprehensible input" and "whole language" approaches to language acquisition in schools.

Ellis, G., & McRae, J. (1991). *The extensive reading handbook for secondary teachers.* London: Penguin.

* The first 20 pages of this book provide an introduction explaining what extensive reading is and providing ideas for teaching English as a second language via extensive reading. The remaining approximately 125 pages present guides for teaching 18 different books. The guides include explanatory notes and a range of activities focusing both on content and on language.

Gradman, H. L., & Hanaia, E. (1991). Language learning background factors and ESL proficiency. *Modern Language Journal, 75*, 39-50.

* This article reports a study in which 101 students in an ESL program at a U.S. university were individually interviewed to collect data on 44 variables concerning the students' language learning background prior to entry into the program. These data were analyzed for relationships between the variables and students' TOEFL scores and subscores. The researchers highlight the relatively high correlation between extracurricular (extensive) reading and TOEFL score, and the lack of a direct correlation with TOEFL scores of hours of formal instruction and quantity of oral language use. When multiple regression analysis was conducted, "[O]utside reading emerged as the most important, indeed the only, factor with a significant effect on TOEFL scores."

Hickey, T. (1991). Leisure reading in a second language: An experiment with audio-tapes in Irish. *Language, Culture and Curriculum, 4*(2), 119-131.

The problems of second language readers of Irish in the elementary school are analysed. The results of a survey of 50 9-year-old children's attitude to Irish reading are given, as well as a discussion of their parents' attitudes and difficulties in this area. The low frequency of the children's Irish reading and their restricted access to Irish materials has inevitable repercussions on their L2 reading ability. The effect of supplying tapes to accompany leisure books in Irish was explored. It was found that such tapes considerably increased the children's motivation to read, resulting in more frequent reading of a taped compared to a non-taped book. There was a significant increase in frequency of reading even in the case of a book which was perceived to be difficult by the children. In addition to the marked improvements in the motivation to read, there were indications that the tape facilitated comprehension and increased the children's reading rate and accuracy of pronunciation. These benefits indicate that the provision of tapes to accompany leisure readers is an important form of environmental support for

second language reading, and an especially useful tool to increase exposure to a minority language in particular.

Mason, B., & Pendergast, T. (1991). Do cloze exercises make pleasure reading more effective? *Shitennoji International Buddhist University Junior College Journal, 31*, 14-24.

* # This article discusses an extensive reading at a junior college in Japan. The authors report that extensive reading had for several years led to gains in students' L2 proficiency as measured on cloze tests and that students were enthusiastic about reading. However, because some students and some teachers felt a need to incorporate language learning exercises into the extensive reading program, the authors decided to study whether the use of cloze exercises in addition to extensive reading would be more effective than extensive reading alone, as measured by gain scores on cloze tests and a questionnaire to students about reading instruction. The same group of students did extensive reading and cloze tests the first semester and extensive reading only the second semester. Results suggest that although students viewed extensive reading as more important than cloze exercises for improving their English reading proficiency, they preferred the combination of extensive reading and cloze. Further, as measured by gains in cloze test scores, the combination program was more effective to a statistically significant degree than the extensive reading only approach. The authors warn that care should be taken in the selection of the exercise materials to be used in an ER program.

Azabdaftari, B. (1992, March). *The concept of extensive reading in the light of the L1=L2 hypothesis*. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, Vancouver. ERIC Document Reproduction Service No. ED350864.

*** A review of the literature of second language teaching suggests that a significant gap exists between linguistic theory and language teaching practice. However, psycholinguistics has influenced development of language teaching policies to the extent that many language teachers have advanced a more semantic, social, and communicative view of language. An extension of this approach suggests that reading for pleasure from appropriate second language (L2) texts provides subconscious and progressively more difficult L2 input much like that essential for native language (L1) acquisition. The process is enhanced, it is proposed, by the interest and pleasure engendered by the texts. This hypothesis is supported by psychological principles of learning. The L1=L2 hypothesis suggests that L2 learning, like L1 acquisition, follows a highly predictable pattern. It is concluded that if the conditions of L1 acquisition are approximated by extensive L2 reading (i.e., substantial unconscious, comprehensible input), the L2 learner can achieve a native -like communicative competence in a formal instructional setting.

Davis, J. N., Carbon Gorell, L, Kline, R. R., Hsieh, G. (1992). Readers and foreign languages: A survey of undergraduate attitudes toward the study of literature. *Modern Language Journal, 76*, 320-332.

* This article reports a questionnaire study of 175 U.S. undergraduates' attitudes toward studying L2 literature. These students were enrolled in sixth-semester introductory foreign language literature courses. About two-thirds of respondents reported a positive attitude toward literature study. Variables found to be significantly related to attitude toward literature study were amount of leisure reading done in the L2, role of literature in the home, and preferred learning style. The authors recommend that reading instruction allow students to given their own interpretations of what they read and that Sustained Silent Reading in which students select what they read be done once or twice a week.

Edinburgh Project on Extensive Reading. (1992). *EPER guide to organising programmes of extensive reading*. Edinburgh: Institute for Applied Language Studies, University of Edinburgh.

* This book consists of 15 chapters divided into four parts. Part 1 begins with a discussion of what extensive reading is and its benefits to students. Other topics in Part 1 include finding suitable materials for extensive reading and descriptions of programmes in a variety of countries. Part 2 is the book's longest section. It goes into detail on programme management, including class readers and library readers, storage and security of books, official endorsement, training of staff, monitoring, and evaluation. Part 3 concerns the classroom teacher's role in extensive reading, and Part 4 describes what EPER can offer educators wishing to implement extensive reading.

Elmaliach, J. (1992, December). Extensive reading: in the intermediate school: A choice of readers. *English Teachers' Journal: Israel, 45*, 75-77.

*** A brief description of the English-language proficiency level expected of ninth-grade Israeli students introduces a tabular guide to various English readers, along with their basic vocabulary ranges.

Hirsh, D., & Nation, P. (1992). What vocabulary size is needed to read unsimplified texts for pleasure? *Reading in a Foreign Language, 8*, 689-696.

The types of vocabulary in three short novels were analyzed to determine the text coverage of the most frequent 2,000 words of English, and the vocabulary needed to gain 97-98% coverage of the running words in each text. It was found that the most frequent 2,000 words do not provide adequate coverage for pleasurable reading and that a vocabulary size of around 5,000 word families would be needed to do this. The study also showed a need for graded readers at the 2,600- and 5,000-word level and unsimplified texts. The feasibility of

preteaching vocabulary and intensive reading of unsimplified texts were also examined.

Klapper, J. (1992). Preliminary considerations for the teaching of FL reading. *Language Learning Journal, 6*, 53-56.

* This article considers six issues involved in the teaching of L2 reading. Among these issues is extensive reading, which the author regrets is often neglected. The author recommends the use of simplified materials and that students be able to select the materials for themselves. Further, he believes that students should read for pleasure and/or information and that an informal feedback system should be used.

Nash, T., & Yuan, Yun-Pi. (1992/93). Extensive reading for learning and enjoyment. *TESOL Journal 2*(2), 27-31.

* This article describes an extensive reading course at a university in Taiwan. The course goal was for students to "improve their reading by reading, rather than through classroom instruction." To encourage students to read for meaning and not worry about understanding every word, on the first day of the course, students were asked to read a difficult text in their L1 and to reflect on their reading process. Activities used to accompany extensive reading included, a record of books read, teacher conferences, journal entries about each book read, oral reading, video watching, and group discussion. The key element of grades was number of pages read, but students also did an individualized final exam. The article also discusses how books were chosen for the course. The authors found that not only was the extensive reading course at least as useful as a reading skills course for enhancing student reading ability, but extensive reading also encouraged students to develop a habit of reading in the L2 and to see L2 reading as enjoyable.

O'Sullivan, T. (1992). Some thoughts on extensive reading in GCSE modern languages. *British Journal of Language Teaching, 25*(3), 159-61.

*** Considers some important arguments in favor of the vigorous promotion of greater literacy in foreign languages, including analysis of how several essential components of GCSE syllabi can be applied to such instruction.

Rees, P. (1992). Reading in French-GCSE to A Level. *Perspectives on reading. CLE Working Papers 2*. ERIC Document Reproduction Service No. ED392242

*** This paper reports on the reading habits of a group of students who moved from GCSE French to A Level French in the British school system; they were the second intake of A Level students with a GCSE background. Data was gathered using questionnaires and group interviews at three points during the students

learning. Eleven students participated in the group discussions. Findings suggest that students need a wide variety of text types during the very early stages of A-Level course, with a staged progression in text length, and that reading skills strategies should be covered early in the A-Level course. Readers were preferred by the students over snippets and full-length books. Overall findings indicate a need for extensive reading over intensive, select text study and increased early emphasis on the learning of reading skills.

Day, R. R. (Ed.). *New ways in teaching reading*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

* This book is a collection of activities for teaching second language reading, including activities on reading for main ideas, scanning, assessment and evaluation, and reading rate. Part 1 consists of 13 activities for extensive reading, including ones by authors of other works in this bibliography, such as Bamford and Mason.

Krashen, S. (1993). The case for free voluntary reading. *Canadian Modern Language Review, 50*(1), 72-82.

* This paper reviews evidence supporting the use of free voluntary reading in and out of school, defined as "reading that is selected by the reader, that is read for it own sake." Suggested benefits of free voluntary reading include: enhanced language acquisition and literacy development, more ideas and information, greater success in life, slower loss of verbal memory, and more fun. Rival hypotheses on language acquisition are discussed.

Krashen, S. (1993). *The power of reading*. Englewood, CO: Libraries Unlimited.

* This book begins with a review of the L1 and L2 research on free voluntary reading (FVR) and contrasts this with the research on direct instruction. The author's conclusion is, "Reading is the only way, the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar, and the only way we become good spellers" (p. 23). The book's longest section addresses the implementation of FVR, including the following questions: How does a print-rich environment affect FVR? What is the role of public and school libraries? How does reading aloud affect literacy? Do direct encouragement and rewards increase reading? What is the effect of light reading of comic books and teen romances? The book's third and final section concerns: the limits of FVR in language development, when direct instruction can be used effectively, the link between reading and writing, and the relationship of television and literacy.

Lai, F. K. (1993). The effect of a summer reading course on reading and writing skills. *System, 21*, 87-100.

This article reports the effects of a 4-week summer reading program on learners' reading comprehension, reading speed and writing development. Graded readers and short passages were used to supply comprehensible input to 226 subject (grades 7-9) from Hong Kong secondary schools. Results show that there was improvement in all three areas tested for those subjects who had reached a certain level of proficiency. Depending on teacher's emphasis, the quantity of reading done had a significant relationship with reading comprehension gains in one course and with reading speed in another course. These results are discussed in the context of the local sociolinguistic environment.

Lai, E. F. K. (1993). Effect of extensive reading on English learning in Hong Kong. *CUHK Education Journal, 21*(1), 23-36.

The present study examines Krashen's theory of second language acquisition through the implementation of an extensive reading scheme. By allowing learners to choose books at their level of language proficiency, by giving them time to read on their own, it was assumed that comprehensible input was provided in a low affective filter environment, thus satisfying the two essential factors in Krashen's Input Hypothesis. 1351 secondary students were used as subjects either in a year-long reading scheme or in a summer reading program. Results indicated that Krashen's theory was only partially supported. There were significant gains in the experimental group in vocabulary recognition, listening comprehension and reading speed, but no superior comparison over the control group in reading comprehension and writing.

Reid Thomas, H. C., & Hill, D. R. (1993). Seventeen series of graded readers. *ELT Journal, 47*, 250-267.

* This article updates the authors' previous (1988, 1989) surveys of graded readers series.

Yu, V. (1993). Extensive reading programs--How can they best benefit the teaching and learning of English. *TESL Reporter, 26*(1), 1-9.

* The author discusses her experience with extensive reading programs in Hong Kong, reporting that many teachers see extensive reading as a useful but optional extra to be implemented only if time allows. Yu explains why and how extensive reading should be a regular part of the curriculum. Her list of key ingredients of successful extensive reading programs includes: a wide variety of materials to meet all students' interests and reading levels; post-reading tasks that are short and easy; coordination among teachers to build the program; and

changing roles among teachers who become facilitators, enthusiasts, and administrators for the program.

Brown, D. S. (1994). *Books for a small planet: A multicultural-intercultural bibliography from young English learners*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

* This book is a sequel to Brown (1988). Types of books included in the annotated bibliography include picture books, word books, legends, fables, folktales, fairy tales, and non-fiction. Books are cross referenced by location and ethnic background, and by topic.

Cho, K-S, & Krashen, S. (1994). Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL acquisition. *Journal of Reading, 37*, 662-667.

* This article begins by discussing why L2 many acquirers do little reading in their L2: lack of confidence that reading will help; incorrect views of how to go about L2 reading; and difficulty in obtaining suitable books . Next, four female Korean immigrants to the U.S. participated in a study in which the researchers found that providing learners with the right texts (the Sweet Valley Kids series) boosted the quantity of their reading and increase their L2 proficiency.

Gaudart, H. (1994). Selecting readers: Children's choice. In M. L. Tickoo. (Ed.), *Research in reading and writing: A Southeast Asian collection* (pp. 63-78). Singapore: SEAMEO Regional Language Centre.

* This paper opens by emphasizing the need for students, who have a wide variety of interests, to find books that interest them if their reading is to progress. Twenty-eight writers produced 64 English language books for Malaysian students in the third and fourth years of primary school. Students were then asked to rate these books. The 20 top-rated books were published and distributed to schools in various parts of the country for further rating by pupils. Results of this second rating exercise showed no evidence of differences in the rating of students related to whether they lived in urban or rural areas, were of different ages, or according to the book's difficulty level. Further, females and males rated the books about the same, except for one book about choosing dresses that was more popular with females. Very brief summaries are provided of the twenty books students especially liked.

Hsui Yan, V. (1994). A modified sustained silent reading programme for Secondary classrooms. In S. E. A. Lim, M. Siripathy, & V. Saravan (Eds.), *Literacy: Understanding the learners needs* (pp. 165-174). Singapore: Singapore Society for Reading and Literacy.

** The author discusses SSR (Sustained Silent Reading) programmes for secondary school students. "For an SSR programme to be viable, it needs to offer guidance for individual reading ability and interests, as well as provide opportunities for readers to explore, appreciate, and think through their readings, while simultaneously affording choice and pleasurable experiences in reading. This paper discusses a modified SSR programme (MSSR) that I have developed and used successfully in the secondary classroom. ... The programme can also be modified and adapted for use in primary classrooms."

Ikeda, M., & Mason, B. (1994). The practices and effect of an extensive reading program at university. *Bulletin of the Chubu English Language Education Society, 24,* 229-234.

**** # This study compares the ER programs at two universities in Osaka, Japan. One ER program was less successful than the other. The results on a reading comprehension test between the intensive reading and extensive reading classes were reported, and the ways to a successful ER program are discussed. (Japanese)

McQuillan, J. (1994). Reading versus grammar: what students think is pleasurable for language acquisition. *Applied Language Learning, 5*(2), 95-100.

Most second language (L2) acquisition theorists assign an important role to the learner's attitudes and affect in the acquisition process. This study examines the attitudes of 49 L2 students toward two language acquisition activities: grammar exercises and the extensive reading of popular literature. Students who had participated in courses based on both approaches were asked which activity was most beneficial for language acquisition, and which was more pleasurable. By a significant margin, students favored reading over grammar in both respects. Implications for L2 instructions are discussed.

Mok, R. (1994). Reading and English acquisition programme (REAP). In M. L. Tickoo (Ed.), *Research in reading and writing: A Southeast Asian collection* (pp. 30-40). Singapore: SEAMEO Regional Language Centre.

* This chapter describes the Reading and English Acquisition Programme (REAP) initiated in Singapore primary schools in the 1980s. Key components of REAP were the Shared Book Approach and the Language Experience Approach. The establishment and monitoring of REAP are described. Evaluation results were positive.

Mullai, Ramaiah. (1994). Reading initiatives in Malaysia. In M. L. Tickoo. (Ed.), *Research in reading and writing: A Southeast Asian collection* (pp. 79-89). Singapore: SEAMEO Regional Language Centre.

* This paper looks at research and programmes in the teaching of reading in Malaysia from the 1980s when a shift began from bottom-up to more top-down or interactive views of the reading process. To illustrate this shift, research and publications are reviewed, and activities of the Ministry of Education, the Malaysian Reading Association, the National Book Council, and the National Library are described.

Ng, S. M. (1994). Improving English language learning in the Upper Primary levels in Brunei Darussalam. In M. L. Tickoo, (Ed.), *Research in reading and writing: A Southeast Asian collection* (pp. 41-54). Singapore: SEAMEO Regional Language Centre.

* The RELA (Reading and Language Acquisition (RELA) program implemented in Brunei Darussalam schools at the lower primary level in 1989. In Bruneian schools a bilingual policy is followed in which the national language, Malay, and English are both used at medium of instruction. Evaluation data suggest that RELA improved students English. This chapter describes the development of the RELA project for upper primary students. Among the activities included was Sustained Silent Reading. Preliminary results indicated that the upper RELA program was associated with superior results on a number of outcome measures.

Ronnqvist, L., & Sell, R. D. (1994). Teenage books for teenagers: Reflections on literature in language education. *ELT Journal, 48*, 125-132.

Foreign language learners benefit from reading target-language literature because it gives practice in the pragmatic contextualization of linguistic expression, and strengthens integrative motivation. For young teenage learners, however, the literary texts used are often simplified abridgements of canonical classics. It is better to use real teenage books. Teenage pupils positively like and want to understand these books, not least because they give access to the colloquial language used by native-speaker teenagers. This preference should be recognized and satisfied for both linguistic and educational lessons. Teenage books also meet teenagers' requirements in matters of genre, theme, and plot, and are a great asset in teaching which centres less on the text itself than on what the young reader is doing with it. A careful selection of teenage books can offer a broader and deeper understanding of target cultures than do traditional textbooks.

Schackne, S. (1994, December). *Extensive reading and language acquisition: Is there a correlation? A two-part study*. Paper presented at the Annual International Conference of Paper presented at the Annual International Conference of Paper presented at the Annual International Conference of the Institute of Language in Education, Hong Kong. ERIC Document Reproduction Service No. ED388110.

*** A 1986 study concerning the effectiveness of extensive reading in improving second language learning, and its replication in 1994-95, are reported. In the original study, four classes of English as a Second Language in a Taiwan university were used as experimental and control groups, the only difference in instruction being the use of extensive reading for pleasure in one. All experimental classes showed greater gains in reading skills. A study using both the same and additional measurement instruments and a much larger sample was undertaken at that university and another in Macau; results at the latter institution are reported here. Again, experimental group gains were greater than control group gains, but at a lower level of significance. Possible explanations for this discrepancy in results are discussed. A 29-item list of student readers is included.

Wesche, M., & Paribakht, T. S. (1994, March). *Enhancing vocabulary acquisition through reading: A hierarchy of text-related exercise types*. Paper presented at the Annual Meeting of the American Association for Applied Linguistics, Baltimore. ERIC Document Reproduction Service No. ED369291.

*** This paper describes a classification scheme developed to examine the effects of extensive reading on primary and second language vocabulary acquisition and reports on an experiment undertaken to test the model scheme. The classification scheme represents a hypothesized hierarchy of the degree and type of mental processing required by various kinds of vocabulary exercises. These categories include: (1) selective attention; 2) recognition; (3) manipulation; (4) interpretation; and (5) production. This hierarchy was tested in an English-as-a-Second-Language (ESL) classroom by comparing the vocabulary gains of learners in a thematic reading program with those in the same reading program in which some readings were replaced by vocabulary enhancement activities. Results indicated that although both groups in the reading program experienced substantial gains in word knowledge, those performing vocabulary enhancement techniques along with reading activities learned more words and achieved greater depth in their knowledge of these words than those students exposed to extensive reading alone. Three appendixes provide copies of a vocabulary exercise analysis sheet, examples of vocabulary exercises, and vocabulary scoring categories.

Cho, K-S., & Krashen, S. (1995, Fall). From Sweet Valley Kids to Harlequins in one year: A case study. *California English*, 18-19.

* This article reports a case study building on previous work on the English language development of Koreans who came to the U.S. as adults (Cho & Krashen, 1994; Krashen & Cho, 1995). The participant in the study had lived in the U.S. for five years but had little interaction in English and, though an avid reader in Korean had never read a book in English. She was introduced to the Sweet Valley Kids series and told her reading would be voluntary; she could read as much as she liked, and if she did not like a book she could was not obliged to finish it. Within one year, the participant did an impressive amount of reading - more than one million words - of that series and of more difficult materials. At the same time, her L2 competence increased, based on the level of the books she read and on her estimation of her own proficiency level.

Krashen, S., & Cho, K-S. (1995). Becoming a dragon: Progress in English as a second language through narrow free voluntary reading. *California Reader*, 29, 9-10.

* This article follows up on one of the participants in Cho and Krashen's (1994) study that found major gains in L2 competence for adult L1 Korean speakers who took part in narrow free voluntary reading using the Sweet Valley series. The participant continued to read actively, expanding, by her own choice, her range of reading materials. Informal measures indicate that she continued to make substantial progress in her overall L2 proficiency. She also changed her personal theory of language acquisition, recognizing that for a person at her level reading could be a good substitute for attending classes. In regard to the participant's progress in English, the authors conclude:

> Pleasure reading was the only change in her behavior; before beginning the reading program, she had been in the United States for five years, and had made very little progress in English. The reading itself was a valuable source of comprehensible input, and it also made the aural input of television and conversation more comprehensible; it thus had both direct and indirect effects on her competence.

Constantino, R. (1995). Learning to read in a second language doesn't have to hurt: The effect of pleasure reading. *Journal of Adolescent and Adult Literacy, 39*, 68-69.

* This paper describes a one semester reading class of adult, lower intermediate level, ESL students in the U.S. The class emphasized student-selected pleasure reading, supplemented with teacher-supplied magazine articles. Students began the course wishing to use traditional methods to improve their reading, such as looking up unknown words and asking about grammar. However, with the

author's guidance, such practices decreased dramatically or vanished. Students were not tested on their reading nor were they asked to write book reports. Instead, students wrote and responded to questions about the texts they had read, or, optionally wrote journal entries. As the course progressed, more and more students wrote journal entries and the length of these entries increased. The author concludes, "Pleasure reading gave the results that we, as reading and language teachers, want: language development in terms of reading, writing, and comprehension, and confidence. The goal was accomplished in an environment that was fun, relaxing, and interesting for all involved."

Davis, C. (1995). Extensive reading: an expensive extravagance? *ELT Journal, 49*, 329-336.

During the last fifteen years, extensive reading programmes (ERPs) have been growing in popularity worldwide as a significant support to the teaching of English, whether in L1, ESL, or EFL. The Edinburgh Project in Extensive Reading (EPER) has done much to promote the aims and methods of extensive reading, and has successfully developed programmes in countries with such varied learning contexts as Malaysia, Tanzania, Hong Kong, and the Maldives. And yet, it seems that ERPs have not been adopted as readily as they might have been. This article considers the benefits of extensive reading, examines some of the reasons for its failure to 'take off', describes two programmes with which the writer has been intimately involved, and offers teachers some leading questions to help them develop their own programmes.

Hess, N., & Jasper, S. P. (1995). A blending of media for extensive reading. *TESOL Journal, 4*, 7-11.

* This article describes how film was used to generate enthusiasm for extensive reading in an high intermediate/low advanced ESL course at a U.S. university. Criteria are provided for choosing appropriate books and films. A number of activities are illustrated. These include students writing discussion questions, comparison of book and film versions, acting out scenes, and assigning members of the class to write out what given characters say in the film. Another activity involved turning off the sound and having students work in pairs in which one could not see the screen. Their partner was to watch and describe the action to them.

MacGillivray, L, Tse, L., & McQuillan, J. (1995). Second language and literacy teachers considering literature circles: A play. *Journal of Adolescent & Adult Literacy, 39*, 36-44.

* This paper takes the form of a discussion between three educators. First, they discuss their experiences as participants in literature circles, including benefits received and the importance of finding the right mix of personalities to form the circle. The larger part of the paper deals with the authors' experiences using

literature circles with their students (two of the three authors teach classes for L2 acquirers). Topics discussed include: benefits for students, such as development in the L2, the building of relationships with others, seeing L2 reading as a potentially pleasurable experience, and areas in which students need help with L2 emerge naturally in the context of reading and discussing; helping students feel comfortable using literature circles, what is to be discussed in the circles, how evaluation is conducted, and advice for teachers just starting circles.

McQuillan, J., & Rodrigo, V. (1995). A reading "Din in the head": Evidence of involuntary mental rehearsal in second language readers. *Foreign Language Annals, 28*, 330-336.

The phenomenon of involuntary mental rehearsal of language, or the "Din in the head," has been considered by researchers as an indicator of second language (L2) acquisition among acquirers. Previous studies have noted that the Din occurs primarily among beginning and intermediate L2 students after the reception of oral input that is comprehensible, but not after reading. It has been argued that this lack of a reported Din is due to the fact that such students typically do very little reading, and that acquirers who did read would experience a "reading Din." This study provides evidence for an L2 Din after reading from a survey of two classes of intermediate Spanish students: a "Reading Only" group (N=20), whose only source of L2 input was reading; and a "Reading and Conversation" group (N=15), who received both printed and oral input. Both groups reported a Din after L2 reading. The findings lend support to claims made by Krashen concerning the importance of comprehensible input in L2 acquisition. Implications for the use of reading in beginning and intermediate L2 classrooms are discussed.

Yu, V. (1995). Organising an extensive reading book programme. In M. Ingham & N. Bird (Eds.), *Learning how to learn* (pp. 101-117). Hong Kong : Hong Kong Institute of Education.

**** This chapter provides practical guidelines to help teachers organise an extensive reading book programme in the form of an independent learning package. The paper begins by discussing the characteristics, value, and aims of extensive reading. This is followed by a step-by-step introduction to ways of organising a reading programme. The last section of the paper is devoted to a discussion of the changing roles of the teacher and the students in such a programme. Although the focus of the chapter is on a book-based programme, many of the principles can be applied if other materials, such as newspapers, magazines, brochures, or leaflets are used.

Anderson, R. C. (1996). Research foundations to support wide reading. In V. Greaney. (Ed.), *Promoting reading in developing countries* (pp. 55-77). Newark, DE: International Reading Association.

** *(The first two paragraphs of the chapter)* In chapters 1 and 2, Greaney and Elley emphasize that an increased supply of books to promote reading is necessary to raise literacy levels in developing countries. In this chapter I will review the evidence now available on whether literature-based instruction and wide reading actually have a positive influence on children's growth as readers. I will consider several areas of research: (1) vocabulary acquisition while reading as compared to direct vocabulary instruction, (2) the relation between amount of reading and growth in reading competence, (3) the influence of book floods, (4) the effects of whole language, and (5) available evidence on wide reading and literature-based instruction in the non-English-speaking developing world.
This review will focus primarily on empirical studies that have included measures of world recognition, basic comprehension of simple passages, and, especially, knowledge of word meanings. Although these facets of reading do not directly reflect the major goals of many advocates of literature-based instruction and wide reading, it is well established that measures of word recognition, passage comprehension, and vocabulary are powerful predictors of most aspects of literate behavior. As compared to children who perform well on these measures, children who perform poorly also will perform less well on almost any other measure of literacy; and it is a distressing fact that they are likely to continue to do poorly. Therefore, it is important to determine whether literature-based instruction and wide reading lead to improvements in basic literacy.
Literature-based instruction and wide reading often are placed in opposition to direct instruction on specific aspects of literacy. It seems necessary to say, therefore, that I do not suppose that a finding in favor of literature-based instruction and wide reading would count against direct instruction. Except in extreme cases, in which direct instruction in specific skills is the predominate or even exclusive form of instruction, such a conclusion would be neither logical nor empirically supportable.

Cheah, Y. M. (1996). Innovation, survival and processes of change in the bilingual classroom in Brunei Darussalam. *Journal of Multilingual and Multicultural Development, 17*, 163-168.

* The piece is a response to Ng (1996), which appeared in the same issue of this journal. The author connects Ng's discussion of the changes inherent in Brunei's RELA project with those involved in Singapore's REAP project (see Mok, 1994), on which RELA was somewhat based, and stresses the need to investigate socio-cultural factors for their effect on second language acquisition. She also emphasizes learning from and building upon current literacy practices in a given context, rather than seeking to eliminate them and begin from scratch.

Dupuy, B., Tse, L., & Cook, T. (1996). Bringing books into the classroom: First steps in turning college-level ESL students into readers. *TESOL Journal, 5*, 10-15.

* The authors begin by giving reasons why ESL students are reluctant to read for pleasure in English: students believe reading is not an effective way of learning; they believe L2 reading should focus on form, not meaning; and students do not know how to choose appropriate reading material. The article describes an extensive reading program that tried to overcome student reluctance to read for pleasure. First, students were informed of research that suggests extensive reading can greatly enhance SLA. Next, the authors helped students understand the difference between intensive and extensive reading. The authors also assisted students in choosing books by such means as surveys of student interests, booktalks, book displays, and book lists. Students participated in a number of activities: SSR (sustained silent reading) in class, literature circles, reading logs, book reviews, and critic's corner. The authors recommend that in keeping with the link between extensive reading and learner initiative, students negotiate how they will be graded for their extensive reading course.

Elley, W. B. (1996). Lifting literacy levels in developing countries: some implications from an IEA study. In V. Greaney (Ed.), *Promoting Reading in Developing Countries* (pp. 39-54). Newark, DE: International Reading Association.

* This chapter reports findings from a study organized by the IEA (International Association for the Evaluation of Educational Achievement). Data were collected in 1990 and 1991, involving 210,000 students and 10,000 teachers from 32 education systems from all over the world. The chapter focuses on those finding of particular relevance to developing countries, where the language of school is not the native language of many of the students. Among the author's conclusions "is that instructional programs that stress teacher-directed drills and skills are less beneficial in raising literacy levels than programs that try to capture students' interest and encourage them to read independently."

Lee, Y. O., Krashen, S., & Gribbons, B. (1996). The effect of reading on the acquisition of English relative clauses. *I.T.L. Review of Applied Linguistics, 113-114*, 263-273.

49 adult acquirers of English as a second language took two tests probing restrictive relative clause competence. The amount of reported pleasure reading done by subjects were the only significant predictor of both measures. Neither years of formal study nor length of residence in the United States was a significant predictor. These results are consistent with the input hypothesis.

McQuillan, J. (1996). How should heritage languages be taught?: The effects of a free voluntary reading program. *Foreign Language Annals, 29*, 56-72.

The United States has experienced a sharp rise in recent years in the number of heritage language (HL) bilinguals, students who speak a language other than English at home. Due to a lack of advanced language development in other settings, many of these students enroll in foreign language courses in their respective home languages. This paper reports on a program designed to promote heritage language and literacy development in one university-level HL course, Spanish for Native Speakers (SNS). The ten-week program involved two classes of mostly English-dominant SNS students participating in an experimental course that included a combination of the following elements: free voluntary reading (FVR) outside the classroom, in-class literature circles (small group book discussions), a survey of popular literature in Spanish, and individual inquiry learning projects. Three measures of the course were used to evaluate its success in terms of vocabulary acquisition, attitudes toward Spanish literacy development, and reading habits. The experimental group made significant gains in word knowledge, read more than a comparison group of SNS students, and exhibited positive attitudes toward Spanish literacy at the end of the ten-week course. The evidence in favor of FVR, theoretical justifications for the approach in SNS courses, and implications for redesigning heritage language curricula at the secondary and university levels are discussed. [*This study was included in the bibliography because the participants were English-dominant, although Spanish was their L1.]*

McQuillan, J., & Conde, G. (1996). The conditions of flow in reading: two studies of optimal experience. *Reading Psychology: An International Quarterly, 17*, 109-135.

This paper examines the conditions under which readers experience intense engagement in a text, what Csikszentmihalyi has termed "optimal experience," or "flow." Two studies of optimal experience are reported here. The first consisted of interviews with eleven children and adult pleasure readers concerning their experiences with flow during reading; the second examined reading flow by surveying 76 university students and professionals. Among the major findings of the studies were: (a) the large majority of the texts which provided the informants with flow were those which they had read for pleasure; (b) when informants were assigned texts in school, flow was more likely to occur when they had an interest in the text; (c) texts which provided flow were perceived as giving the reader personal or intellectual benefits; and (d) fiction was significantly more likely to produce flow than non-fiction texts. Future research directions are discussed.

Ng, S. M. (1996). Innovation, survival and processes of change in the bilingual classroom in Brunei Darussalam. *Journal of Multilingual and Multicultural Development, 17*, 149-162.

While scientific methods of research can suggest ideas for improving the effectiveness of the bilingual classroom, field trials force academics to realise the complexity of variables in the applied context, which differs markedly from the experimental situation. Bilingual education is not only affected by differences between individual children and teachers but also by the beliefs and practices of the educational system and of the socio-cultural environment of the country. This paper describes a Bruneian project aimed at improving the English language learning of children in a bilingual education system. It is a project which attempts to come to grips with the complex and difficult nature of implementation of research ideas. The paper discusses the implementation among different sectors of the educational community for sustaining and improving on change. This study shows language planners that it is important not only to work on what needs to change, but also on how that change is to be achieved and sustained in a particular context.

Nuttall, C. (1996). *Teaching reading skills in a foreign language* (New Edition).ERIC Accession No. -- ED399531

*** This book is divided into three parts. It begins with fundamental principles about reading, texts, and teaching which underlie the way the book approaches its subject; the second part looks more closely at some of the theoretical issues and how they affect reading teaching. The third focuses on the importance of extensive reading, the choice of materials, and the way courses and lessons are planned, taught, and assessed. The book examines the skills required to read effectively; focuses on getting the message from the text; suggests classroom strategies for developing reading skills; and looks at both linguistic and non-linguistic features of texts. Chapters in the book are (1) What Is Reading?; (2) Text and Discourse; (3) Approaching Reading in the Foreign Language Classroom; (4) Efficient Reading; (5) Word Attack Skills; (6) Reading for Plain Sense; (7) Understanding Discourse; (8) An Extensive Reading Programme; (9) Planning Reading Lessons; (10) Selecting Texts; (11) Questioning; (12) Other Kinds of Reading Task; (13) The Testing of Reading (by J. Charles Alderson); and (14) The Teacher as Reader. Appendixes present texts, extracts from reading courses, lesson plans, and useful addresses, a key to activities, and a 273-item select bibliography.

Raemer, A. (1996, April). Literature review: Extensive reading in the EFL classroom. *English Teachers' Journal (Israel), 49*, 29-31.

*** Focuses on the merit of extensive reading in English as a tool for advancing the reading comprehension of non-English-speaking students. The article

emphasizes that students who read more will eventually surpass their classmates who have not developed the reading habit.

Shemesh, R. (1996, April). Library books for the non-reader. *English Teachers' Journal (Israel), 49*, 33-34.

*** Discusses an extensive reading program in English that uses a talking book library to assist and motivate students with limited reading abilities to participate in enjoying works of literature in English.

Shlayer, J. (1996, April). Extensive reading. *English Teachers' Journal (Israel), 49*, 32-33.

*** Discusses an extensive reading program in English designed to improve the reading achievement of junior high school students in an Israeli school. Results of the program indicate that many of the students are readers in English by the time they graduate.

Schmidt, K. (1996). Extensive reading in English: Rationale and possibilities for a program at Shirayuri Gakuen. *Sendai Shirayuri Gakuen Journal of General Research, 24*, (2) 81-92. ERIC Document Reproduction Service No. ED394277

*** Reasons for establishing an extensive reading approach to teaching reading in English as a Second Language at a Japanese high school are enumerated, and some recommendations for implementing such a program are offered. Research on comprehensible input in language learning, particularly input from reading as an effective and efficient source, is reviewed. A distinction is made between extensive reading and intensive reading, and the advantages of the former in providing practice in decoding skills, reading success, and comprehensible input are noted. The discussion then turns to selection of appropriate reading materials, including graded readers, authentic texts, and children's literature. It is concluded that for a high school program, short novels, biographies, and story collections are practical and appealing to students, and graded readers accompanied by audiotapes are also useful. Three basic formats for extensive reading programs are described: students' simultaneous reading of class readers; use of class libraries; and use of reading materials from the school library. Quantity of reading to be assigned at different ability levels, and the means used to measure the reading actually accomplished, are also considered. Sample book report forms are provided.

Strong, G. (1996). Using literature for language teaching in ESOL. *Thought currents in English literature, 69*, 291-305. ERIC Document Reproduction Service No. ED407860

*** In English for speakers of other languages (ESOL), there is renewed interest in use of literature in the communicative classroom. Literature may be part of a communicative pedagogy in three ways: (1) by providing a context in which to develop students' reading strategies and knowledge of non-fiction and literary texts; (2) by being the basis of an extensive reading program, with attendant acquisition of new vocabulary and grammatical forms; and (3) by offering the opportunity to explore cross-cultural values. One reading strategy found useful for encouraging reading is the exploration of story grammar, which provides common terms of reference and a direction for group discussion. As students learn about story grammar and understand how to apply it to stories they are reading, an extensive reading program should be undertaken, with students selecting their own reading materials from a classroom shelf or from a self-access area in the library. Related classroom activities include discussions, book reports, teacher book presentations, small-group book sharing, and sustained silent reading periods. Book content, including cultural and thematic information, can be used for a variety of language and cultural learning activities (such as cloze procedures), timeline construction, and response to specific passages or events.

Tsang, W-K. (1996). Comparing the effects of reading and writing on writing performance. *Applied Linguistics, 17*, 210-233.

The study compares the effects of an enriched syllabus which included extensive reading and frequent writing assignments on English descriptive writing performance at different form levels. It examines a group of Cantonese-speaking students at four form levels in Hong Kong who participated in three English programs: (A) regular plus unrelated (mathematics) enrichment program, (B) regular plus extensive reading, and (C) regular plus frequent writing practice. Results demonstrated significant main effects due to the nature of program and form level with no significant interaction of these factors. The regular plus extensive reading program was overall significantly effective, while both the regular plus mathematics program and the regular plus frequent writing practice were not. In the area of content, the reading program was the only one which showed a significant positive effect. Similarly, in the area of language use, the reading program was the only one of the three shown significantly effective.

Tse, L. (1996). If you lead horses to water, they will drink: Introducing second language adults to books in English. *The California Reader, 29*, 14-17.

* Although research strongly suggests extensive reading can boost L2 acquisition, few L2 learners engage in voluntary extensive reading. This article describes an approach used to encourage more extensive reading by adult

intermediate and high level ESL students in a community language course in the U.S. The approach consists of helping students appreciate the power of extensive reading, introducing them to popular novels, and assisting them to develop their reading efficacy by avoiding dictionary use, reading at a quick, steady pace, appreciating that the first part of the book will be the most difficult, and establishing a daily reading habit. Student reaction, collected from their writings about their reading experiences, suggests they reacted favorably to the approach.

Tse, L. (1996). When an ESL adult becomes a reader. *Reading Horizons, 37*, 16-29.

* This article reports a case study of a 36-year-old female Indonesian studying English at a U.S. university, prior to which she had never read an English language book, except for textbooks. Even in her L1, she gave low priority to reading books. The study focuses on the person's participation in a course in which the entire class read and discussed a set of books. Using a qualitative research framework, the author reports the student reacted very positively to this approach to extensive reading in terms of three areas: beliefs about reading and second language development; feelings about reading in the L2; and knowledge of the L2, the world around her, and herself.

Yu, V. W-S. (1996/1997, Winter). The impact of a self-access reading scheme on students' reading habits, attitudes and second language development. *Independence*, *18*, 35-39.

This article reports a questionnaire study involving approximately 1000 Hong Kong Form 2 (ages 12-14), half of whom had taken part in an English language extensive reading scheme. Those who had participated in the scheme (the experimental condition) reported borrowing more English books, spending more hours reading English books, finishing more of the books, and finding reading English books easier and more enjoyable. No differences between the two groups were found in terms of reported reading speed or the positive attitudes toward extensive reading held by about 90% of students in each condition. About 10% of students in the experimental group did not believe that extensive reading helped improve their L2 proficiency.

Aebersold, J. A., & Field, M. L. (1997). *From reader to reading teacher: Issues and strategies for second language classrooms*. Cambridge: Cambridge University Press.

* While most of this book is not about extensive reading, the following parts are relevant. The beginning of chapter 1 asks teachers to think about the role of reading in their life, past and present, and on the influence of family, community, school, culture, and individual characteristics in defining the role of reading for them. Pages 43-44 discuss an approach to reading instruction based on

extensive reading. Included is an account by a teacher who taught a reading course based on extensive reading. One of her reasons was that she wanted to give students more responsibility. Pages 181-183 explain what a reading journal is and include two entries from students' journals.

Bamford, J., & Day, R. R. (1997). Extensive reading: what is it? Why bother? *The Language Teacher, 21*(5), 6-8.

* This article argues that all students must engage in extensive reading if they are to become skillful and fluent. "Automaticity of 'bottom-up' (word recognition) processes upon which comprehension depends is a consequence of practice." The authors list characteristics of successful extensive reading programs, including "Reading is its own reward. There are few or no follow-up exercises to be completed after reading." They also argue that simplified materials are an appropriate choice for students whose level of L2 proficiency makes it very difficult to read texts written for native speakers.

Boyd Zimmerman, C. (1997). Do reading and interactive vocabulary instruction make a difference? An empirical study. *TESOL Quarterly, 31*, 121-140.

Many teachers give little or no classroom attention to vocabulary, assuming students will learn words incidentally. Although research demonstrates that vocabulary can be acquired indirectly through reading, the question remains: Does vocabulary instruction make a difference? This article reports on a pilot study of the combined effects of reading and interactive vocabulary instruction for U.S. postsecondary L2 students preparing for university entrance. A 10-week classroom-based study tested the hypothesis that L2 students exposed to a combination of regular periods of reading and interactive vocabulary instruction will show significant increases in their knowledge of the nontechnical terms that are used widely across academic fields. L2 students attending university-preparatory intensive English programs were divided into two groups: one received 3 hours a week of interactive vocabulary instruction plus an assignment to read self-selected materials; the other received the self-selected reading assignment only. The results of this study suggest that interactive vocabulary instruction accompanied by moderate amounts of self-selected and course-related reading led to gains in vocabulary knowledge; students' perceptions of how best to learn words corroborated these results. It is argued that teachers should give consideration to the effects of combining reading and interactive vocabulary instruction.

Carrell, P. L., & Carson, J. G. (1997). Extensive and intensive reading in an EAP setting. *English for Specific Purposes, 16*, 47-60.

This article argues for the need for both intensive and extensive reading in an EAP reading curriculum, and further argues that a principled curricular approach to combining both is through Task-Based Language Teaching (TBLT). Given the

need for academic preparation programs that focus on college and university requirements so that students are taught literacy skills which are transferable to academic contexts, this paper argues that both intensive and extensive reading are necessary to prepare students for the task and texts they encounter in college. Intensive reading with a focus on skills/strategies instruction has been shown to yield positive effects on second language reading. At the same time, students need the practice of extensive reading in order to orchestrate, coordinate and apply intensively acquired skills/strategies over the larger texts and multiple reading sources that are required in all academic course work. TBLT, which focuses on specific tasks, such as evaluated products in academic contexts (e.g. test-taking, report writing), allow students to acquire relevant skills and strategies in the context of tasks they will eventually encounter in academic courses. Furthermore, TBLT provides a principled approach to the determination of relevant content.

Cheah, Y. M. (1997). Shaping the classrooms of tomorrow: Lessons from the past. In G. M. Jacobs (Ed.), *Language classrooms of tomorrow: Issues and responses* (pp. 16-35). Singapore: SEAMEO Regional Language Centre.

* This chapter takes a socio-cultural perspective in examining the history of the change, begun in the 1980s, to a more Whole Language approach to English language instruction in lower primary schools in Singapore. Extensive reading was an important part of this approach. Returning to these classrooms in 1996, the author found that some of the positive changes of the 1980s were now less visible. For instance, library corners did not always have the variety of books that once existed. The author cautions that the increasing introduction of technology, well on its way in Singapore schools, should build on what is worthy from the past, rather than wiping it out and starting over.

Constantino, R., Lee, S. Y., & Krashen, S. (1997). Free voluntary reading as a predictor of TOEFL scores. *Applied Language Learning, 8*(1), 111-118.

Forty-three international university students, currently living in the United States, filled out a questionnaire probing years of English study, length of residence (LOR) in the US, free reading habits in the first and second language, and TV watching. Despite the fact that subjects reported little reading in English, this variable was a significant predictor of TOEFL test performance. In addition, English study in the home country and length of residence in the US were also related to TOEFL scores.

Dupuy, B. (1997). Lecture-cadeau, lecture-plaisir: Des étudiants en FLE et les bénéfices dérivés de la lecture libre. [Reading as gift, Reading as pleasure: Students of French as a foreign language and the benefits derived from free reading] *The French Review, 71*, 182-191.

**** This article focuses on the use of a different approach to reading in the intermediate foreign language classroom. It is an approach which exposes students to a great variety of texts which they self-select and read during their free time. After briefly reviewing the literature on free reading, and outlining the rationale for its use, the author reports the reactions of two intermediate foreign language classes to the free reading approach, as well as their opinions regarding the impact of this approach on developing the language they study. A majority of students (87%) reported that the free reading program had helped them develop their overall language competence and indicated that it had been most beneficial in expanding their vocabulary and increasing their reading comprehension. Students (94%) also reported that the free reading program had helped them become confident readers in French, and 82% of them indicated that they were more likely to read for pleasure in French after participating in this program.

Dupuy, B. (1997). Literature Circles: An alternative framework for increasing intermediate FL students' comprehension of texts in the target language. *Mosaic, 5*(1) 13-16.

Looking for a way to bring students to read voluntarily in their second language and enjoy it? This article discusses a reading approach through which students are exposed to many books which they self-select and discuss in their literature circles, and reports the reactions of 49 French students towards this approach.

Dupuy, B. (1997). Voices from the classroom: Students favor extensive reading over grammar instruction and practice, and give their reasons. *Applied Language Learning, 8*, 253-261.

By examining the preferences of 49 intermediate-level students of French as a foreign language concerning two classroom activities (grammar instruction and practice, and extensive reading) this study replicates and expands a previous study (McQuillan,1994) by surveying students studying a different language, and presenting the reasons behind their choice. Similar to McQuillan (1994), students in this study overwhelmingly found extensive reading to be not only more pleasurable but also more beneficial for language acquisition than grammar instruction and practice. Students explained that while reading was fun, interesting, and beneficial for language acquisition, grammar instruction and practice was dull and boring, and its effects small and short-lived.

Helgesen, M. (1997). What one extensive reading program looks like. *The Language Teacher, 21*(5), 31-33.

* In this paper the author reports the successful experience of using extensive reading as a major component of a required course on English Reading for first-year students at a Japanese Junior College. Included in the report are: how extensive reading was introduced to students ("We're going to read. And read. And read. and read. And by July, you'll have read over 500 pages of English"), how students obtained books to read (mostly from the graded reader collection in the college's library), follow-up assignments (short reaction reports with no marking for grammar), teacher feedback on the reports (usually with a rubber stamp that says "OK" or with a short note, and how teachers went about getting new books for the collection.

Hill, D. R. (1997). Graded (Basal) readers—choosing the best. *The Language Teacher, 21*(5), 21-26.

* The first part of this paper contains one-paragraph reviews of many major graded readers series for learners of English, based on the work of the author and his colleagues at the Edinburgh Project on Extensive Reading. The second part of the article provides guidelines on choosing graded readers. These guidelines include: setting up a system for measuring the difficulty level of this books, as different publishers use different systems; judging the quality of the titles in terms of the appearance of the printed page and the quality of the writing; seeking variety as to genre, setting, and sex of protagonists; and obtaining student feedback on teachers' initial choices.

Hill, D. R. (1997). Graded readers. *ELT Journal, 51*, 57-79.

* This survey bring up-to-date and expands on previous surveys of graded readers in 1988, 1989, and 1993 by Hill and Reid Thomas.

Hill, D. R. (1997). Setting up an extensive reading programme: practical tips. *The Language Teacher, 21*(5), 17-20.

* The author's advice on setting up extensive reading programmes is to "think big and start small". Unless educators think big, programmes are likely to die within a few years, resulting in "sad piles of worm-eaten books". Planners must, "set up systems for selecting, ordering, classifying, cataloguing, storing, lending, returning, checking, repairing, and replacing books: ... . You must work out a methodology that teachers can employ to raise not only the quantity of books your students read but also the quality of their comprehension and appreciation. You must fix targets of attainment and establish the keeping of records that enable you to monitor and evaluate the success of the programme." This is indeed a big task, but the author concludes that, "The books are there waiting to

be used. The students are there waiting to read them. The work of bringing them together is very worthwhile."

Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). (1997). *Successful strategies for extensive reading.* Singapore: SEAMEO Regional Language Centre.

This book contains 17 chapters. A few look at extensive reading for all learners, but most chapters focus in on extensive reading for second language learners. Below are summaries of all the chapters, from the book's introduction.

In Chapter 1 (pp. 1-10) "Encouraging Students to Read More in an Extensive Reading Programme" Vivienne Wai-Sze Yu provides us with insights into the design of a large-scale extensive reading programme involving 149 Hong Kong secondary schools. Key components of this design include the full integration of extensive reading into the curriculum, an adequate supply of books that match students' reading levels and interests, an easy-to-use, quick feedback system which lets students check their own comprehension, teachers who act as facilitators and enthusiasts for the programme (including reading at the same time as students), and the creation of an overall reading culture in the schools.

In Chapter 2 (pp. 10-24) "'First World - Third World': Two Extensive Reading Programmes at Secondary Level" Faridah Tup and Lydia Shu describe extensive reading programmes at their schools in Singapore and Cameroon, respectively. While the income levels of their countries differ greatly, their extensive reading programmes share common elements. These include a system for grading the books, tests to diagnose students' reading levels, regularly scheduled time for uninterrupted sustained silent reading, strategies for helping students to read, and means of monitoring of students' reading. How these elements are implemented differs with the particularities of the school and the country.

In Chapter 3 (pp. 25-29) "Collecting Materials for Extensive Reading" Propitas M Lituanas shares some of the strategies she has used to find materials for the classroom extensive reading programme in the Philippines. In developing countries finding adequate materials is very often a major difficulty. Faced with this difficulty, Lituanas did not give up. Based on her experience, she suggests turning for help to former and current students, libraries, fellow teachers, parents, businesses, foundations, community organizations, and government officials.

In Chapter 4 (pp. 30-43) "Transforming a Non-Reading Culture" Robin Smith describes how an extensive reading programme in Brunei Darussalam helped to bring about a change in the whole way secondary students thought about reading. Whereas previously students read to memorize without necessarily understanding, extensive reading helped them read for meaning and to read for pleasure, not just for classwork. Smith explains the various strategies that he and his colleagues used. These strategies included reading aloud, setting up a self-

access room, obtaining appropriate materials, and communicating with fellow teachers, parents, and with educators at the primary schools from which the students came.

In Chapter 5 (pp. 44-54) "Organizing School Wide Reading Campaigns" Jeffrey Jurkovac explains the strategies his school in Colombia uses to organize an annual campaign to encourage extensive reading of multi-cultural literature. Jurkovac provides a detailed time line of the various tasks to be performed before and during the campaign. Additionally, there are calendars of various events planned to excite students and their family member to actively participate. Jurkovac also includes a list of books that describe other fun activities to promote extensive reading.

In Chapter 6 (pp. 55-64) "Promoting Active Reading Strategies to Help Slow Readers" Hong Sau Kuan addresses one of the key obstacles to successful extensive reading programmes. Good readers already enjoy reading. Thus, it is not difficult to motivate them to become active participants in extensive reading. Indeed, many of them do extensive reading on their own, regardless of what is happening at school. In contrast, slow readers may dislike reading. Thus, even a well-organized extensive reading programme with large quantities of appropriate materials may not succeed in enticing these reluctant readers to participate. To remedy this concern, Hong describes how she has used various strategies to increase the proficiency of slow readers in a Singapore primary school and, thereby, enhance their interest in reading.

In Chapter 7 (pp. 65-80) "Buddy Reading" Sim-Goh Moye Luan, Laura Cockburn, and Shona Isbister describe a peer tutoring programme used in Singapore primary schools. Some students and parents worry that peer tutoring benefits only the tutees. However, Sim-Goh, Cockburn, and Isbister explain that the tutors benefit also both cognitively and affectively by the application of their knowledge. The chapter illustrates various aspects of Buddy Reading, including: a pair reading script; a guide, a checklist, and a programme for the training of tutors; and instruments for monitoring and evaluating the programme. The chapter concludes with the authors' plans for future development of the programme.

In Chapter 8 (pp. 81-89) "Reading Across the Curriculum" Tan Aik Ling and Kan Geok Yan share their experiences in guiding a bilingual, Singapore secondary school extensive reading programme. While extensive reading is often thought of as involving strictly the reading of fiction, this schoolwide programme has students reading materials from across the curriculum, with all the content areas contributing. In this way, the programme attempts to broaden students' reading interests. Pupils track their own reading, with teachers following up by such means as thinking questions.

In Chapter 9 (pp. 90-97) "Let's Talk about Books: Using Literature Circles in Second Language Classrooms" Jeff McQuillan and Lucy Tse describe how they encourage international students studying at a US university to read for pleasure by the use of small, self-selected, student groups which meet regularly to discuss books which students themselves have selected. Although students are working in their Literature Circles without direct instruction from teachers, McQuillan and Tse believe that teachers still have valuable roles. These roles include helping students form groups, advising students on which books to read, assisting with comprehension problems, unobtrusively observing group progress, and assuring students that pleasure reading can indeed promote language acquisition.

In Chapter 10 (pp. 98-108) "Extensive Reading through Book Clubs: How Book Clubs Have Changed Lives" Margaret H Hill and Leigh Van Horn discuss how students in a US juvenile detention center became hooked on books via their teacher's use of a strategy which brought groups of students together to talk about high interest books. According to Hill and Van Horn, a key ingredient of the Book Club strategy lies in the group discussions. These are real discussions which relate reading to students' lives and values, not exercises where students try to find the right answer defined in advance by the teacher. The authors report that as a result of this meaningful interaction, Book Club helps students bond with one another in a pro-social way.

In Chapter 11 (pp. 109-119) "Reading Aloud to Students as part of Extensive Reading" Tiey Huay Yong, Saraswathy Idamban, and George M Jacobs writing from Singapore describe how reading aloud can be integrated into an extensive reading programme. Reading aloud, the authors believe, can help students develop a love for reading, introduce them to new books and genres, increase their language proficiency, improve their listening comprehension, and teach students how to read aloud. Yong, Idamban, and Jacobs provide suggestions on how to chose material for reading aloud and on how to read aloud.

In Chapter 12 (pp. 120-127) "Partnerships in Reading and Writing" Ted Rodgers describes a peer tutoring programme in Malaysia in which older students first read along with their younger partners. Later, the older student leads their partner to write a book in which the younger student is the main character. After a teacher edits the book, the older partner then illustrates it. Finally, the book is presented to the younger student, to be read again and again. Rodgers explains how the programme was set up and includes a sample of how two students worked together to create a book.

In Chapter 13 (pp. 128-143) "Using the Internet for Extensive Reading", Beverly Derewianka from Australia describes a wide range of techniques and resources for using the vast reaches of the Internet to find and generate materials for extensive reading. Among the many techniques and places on the Internet which Derewianka advises students and teachers to explore are: Keypals, the Internet equivalent of penpals; Chatrooms, where the fingers do the talking and the eyes

do the listening; Learning Networks, which link students and teachers working together on a particular task or project; and Discussion Lists and Newsgroups, global forums for people with like interests to share ideas.

In Chapter 14 (pp. 144-160) "Student-Created Reading Materials for Extensive Reading" Colin Davidson, Dianne Ogle, Denise Ross, Jakki Tuhaka, and Ng Seok Moi describe a wide range of strategies they use for helping students in a New Zealand primary school to generate materials for themselves, their teachers, and their fellow students to read. Such student-generated materials help achieve the teachers' goal of encouraging their students to "write like readers and read like writers", because once you have written a book or other text of your own for a real audience, your whole view of the reading-writing process changes.

In Chapter 15 (pp. 161-170) "The Reading and Writing Connection: Community Journal" Anita Lie describes an extensive reading programme in Indonesia which encourages students to read literature by use of a community journal, an adaptation on dialogue journals. After students have read a literary work of their choice, they write a journal entry summarizing the work and giving a personal reflection on it. Peers then write responses on the entries. Many experts on extensive reading believe that a key elements of successful programmes is the participation of teachers as active readers. In keeping with this concept, Lie participates in the community journal in the same way as her students.

In Chapter 16 (171-180) "Handcrafted Books: Two for the Price of One" Beatrice Dupuy and Jeff McQuillan explain how US students of French as a foreign language create extensive reading materials by writing and illustrating texts. A key advantage of these materials is that because they are created by students' own classmates, the texts are likely to meet two criteria for extensive reading materials: comprehensibility and interest. Dupuy and McQuillan provide guidelines for the writing, illustrating, and publishing of the Handcrafted Books, as well as an example book.

In Chapter 17 (pp. 181-186) "Extensive Reading and Loneliness in Later Life" Donna Rane-Szostak explores the reasons why studies show that older people in the US who read extensively do not appear to suffer the loneliness often associated with our later years. She believes that extensive reading provides them with a feeling of competence, purpose, and enhanced self-esteem. While the other chapters in this book discuss extensive reading for children and young adults, this final chapter points out that extensive reading provides benefits for one's entire life. Thus, Rane-Szostak further motivates those of us working with the young to guide them to become life-long readers, and reminds us not to neglect our own reading habits.

Kim, H., & Krashen, S. (1997). Why don't language take advantage of the power of reading? *TESOL Journal, 6*(3), 26-29.

* This study investigated why some second language acquirers do not use reading to develop the second language proficiency. Data came from interviews of five adult female native speakers of Korean living in the U.S. All were dedicated readers in Korean but did not use extensive reading to improve their English for several reasons: English courses in Korea had emphasized grammar and drills; reading instruction in Korea had focused on word-by-word reading, emphasizing the need to understand every word, utilizing materials that were often difficult and boring; and their EFL teachers had not told them of the benefits of extensive reading. Based on the interviews and attempts at encouraging the study's participants to engage in extensive reading, the authors make the following recommendations for dealing with such reluctant L2 readers need easy access to a wide variety of books, guidance as to what as to what books to choose, information on the benefits of extensive reading, and help in overcoming ineffective reading strategies they may have learned at school.

Krashen, S. (1997). The comprehension hypothesis: Recent evidence. *English Teachers' Journal (Israel), 51*, 17-29.

** In this paper I survey some of the work published in the past few years that deals with the Comprehension Hypothesis. This work is from several areas: literacy development, second language acquisition and foreign language acquisition and it confirms Goodman's claim that the development of language and literacy operate in much the same way.

Mason, B., & Krashen, S. (1997). Can extensive reading help unmotivated students of EFL improve? *I.T.L. Review of Applied Linguistics, 117-118*, 79-84.

University level students of English as a Foreign Language in Japan, enrolled in a special class for students who had failed English, did a semester of extensive reading in place of the traditional curriculum. Their gains in reading comprehension were significantly greater than a comparison group of traditionally taught regular students, and they clearly enjoyed the class.

Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System, 25*, 91-102.

Three experiments confirm the value of extensive reading in English as a foreign language (EFL). In extensive reading, students do self-selected reading with only minimal accountability, writing brief summaries or comments on what they have read. In Experiment 1, "reluctant" EFL students at the university level in Japan did extensive reading for one semester. They began the semester far behind traditionally taught comparison students on a cloze test, but nearly caught up to them by the end of the semester. In Experiment 2, extensive readers

outperformed traditionally taught students at both a prestigious university and a two-year college. In Experiment 3, extensive readers who wrote summaries in English made significantly better gains on a cloze test than a comparison class that devoted a great deal of time to cloze exercises. Gains made by extensive readers who wrote in Japanese were greater than comparisons, but the difference was not significant. Those who wrote in Japanese, however, made gains superior to both groups on a measure of writing and in reading speed.

Mason, B., & Pendergast, T. (1997). Shitennoji Kokusai Bukkyou Daigaku (IBU) Eigo-ka ni okeru tadoku jugyou no naiyou (Tadoku Program at International Buddhist University). *The Language Teacher, 21*(5), 27-29, 49.

This paper outlines the 13-year old *Tadoku* or Self-Selected Extensive Reading Program at International Buddhist University's Junior College. The program's classroom approach to Low Frequency Word vocabulary acquisition utilizes storytelling to complement at-home reading (goad: 1,000 pp./semester; Actual 700+pp). The paper sets forth the goals of the program, introduces a specially-designed 30-page "Orientation to *Tadoku*" booklet, describes the home-reading and classroom storytelling elements, explains evaluation procedures and results, and defines the conditions for a successful *Tadoku* program.

Nation, P. (1997). The language learning benefits of extensive reading. *The Language Teacher, 21*(5), 13-16.

• This paper reviews research on extensive reading for language learning. The author concludes, "The research on extensive reading shows that there is a wide range of learning benefits from such activity. Experimental studies have shown that not only is there improvement in reading, but that there are improvements in a range of language uses and areas of language knowledge. Although studies have focused on language improvement, it is clear that there are affective benefits as well.... However, the figures on repetition indicate that teachers need to be serious about extensive reading programs particularly in ensuring that learners do large amounts of reading. The benefits of extensive reading do not come in the short term. Nevertheless, the substantial long-term benefits justify the high degree of commitment needed".

Raptis, H. (1997). Is second language reading vocabulary best learned by reading? *Canadian Modern Language Review, 53*, 566-580.

The role of vocabulary learning in reading has not received as much attention in second language research as other aspects of reading. Indeed, many reading textbooks currently on the market promote the view that vocabulary is best learned incidentally from the context while reading. This paper surveys both first-language and second language literature in order to show that, while theoretically sound, the notion that reading vocabulary may best be learned by reading is not supported empirically. As a result of these findings, increased research in

vocabulary acquisition on the effectiveness of a variety of different levels is needed. With regard to practice, teachers need to focus on the specific needs of their learners rather follow the approaches advocated by various textbooks – approaches which may not be empirically substantiated.

Rodrigo, V. (1997). Are students in intermediate Spanish courses aware of the benefits of reading? *Hispania, 80*, 255-264.

**** In this article, the relationship between target language reading and target language acquisition is reviewed by focusing on the effect of reading as perceived by university level students of Spanish as a Second Language whose L1 is English. Based on questionnaire data, students' reactions to reading tasks are analyzed in relation to previous reading experience in the target language and the value students assign to diverse reading material - fairy tales, short stories, novels, etc. - as basic tools for work in their Spanish language class setting. This study concludes that students are indeed aware of the benefits of reading in the target language: helps develop linguistic competence, is a pleasant activity, and promotes interest in the target language as well as self-confidence as language users. Practical considerations for implementation of reading programs are introduced. Issues such as text selection criteria and popular reading topics are reviewed as well as factors that play a role in the reading comprehension process.

Toh, G., & Raja, M. (1997). ELT Materials: Some perceptions on the question of cultural relevance. *Guidelines, 19*(2), 45-72.

* This article begins with a discussion of the need to make English language teaching materials relevant to the cultures of L2 students. A project is described in which such materials were written for an extensive reading programme for students in a rural secondary school in Malaysia. To capture students' attention, the stories were kept to 150-200 words, a large font was used, and illustrations were included. Twenty-one of the stories are included.

Tsang, W-K. (1997). A model of extensive reading to improve ESL/EFL proficiency. *Guidelines, 19*(1), 22-33.

Intralanguage transfer (across modalities within the same language) is a source of acquisition of L2 proficiency. Reading is often considered relevant input in the acquisition of writing as well as general proficiency. This paper first reviews the literature on the role of input in ESL/EFL proficiency, establishing a prima facie case for reading as a source of relevant input. It also highlights a major problem with extensive reading schemes in Hong Kong which is competition for class time and teacher resources. The paper then presents a model of extensive reading field-tested in a Hong Kong secondary school in the format of an after-school work achievement contest, focusing on how it may avoid this major fault with existing extensive reading schemes and how it may be varied for use in other

school systems. It finally concludes with a list of characteristics and benefits the model features.

Walker, C. 1997. A self access extensive reading project using graded readers (with particular reference to students of English for academic purposes). *Reading in a Foreign Language, 11*(1), 121-149.

In the context of a university English Language Centre, where students were preparing for tertiary level study through English, development of an adequate reading ability was perceived to be a problem. As a response to this perception, a self-access extensive reading project using graded readers was set up with the help of the Edinburgh Project in Extensive Reading (EPER). Feedback on the project was sought from students, where were also tested over three university terms. The results showed not only that progress as measured by test scores correlated positively with the amount of reading done, but also that students rated the project favourably.

Waring, R. (1997). Graded and extensive reading—questions and answers. *The Language Teacher, 21*(5), 9-12.

The paper begins by defining graded reading, "Graded Reading therefore involves the reading of material which has been made easy to read." A key link between graded and extensive reading is that, Graded Reading uses specially prepared materials while Extensive Reading can, but need not do so." Next, reasons are given for its importance: "building reading speed, lexical speed access, reading fluency, and the ability when reading to move from working with words to working with ideas." Motivation can also increase. The rest of the article deals with a number of questions about the use of graded reading, including how to help learners choose materials at a level appropriate for them, how to organize and assess it, and the link between intensive and extensive reading.

Yamanaka, J. (1997). Extensive reading programs: One successful case. *Trident Kiyo, 5*, 110-128.

It has been ten years since Trident School of Languages [Japan] started incorporating extensive reading into the reading program, where it has been a critical element in our reading curriculum. This paper explains why extensive reading is important for improving students' reading ability, how we integrate it into our reading program, how effective it has been, and problems and difficulties yet to [be] overcome.

Bamford, J., & Day, R. R. (1998). Teaching reading. *Annual Review of Applied Linguistics, 18*, 124-41.

*** Four approaches to the teaching of second language (L2) reading are described (grammar-translation, comprehension questions/exercises, skills and strategies, and extensive reading) and their status in the reading classroom is examined, and important issues in L2 reading are then discussed, including word recognition, affective and sociocultural factors influencing reading, vocabulary development, general language learning, and reading outside the classroom.

Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.

* The book, comprising 15 chapters, is divided into three main parts. The first part is the more theoretical, beginning with an explanation of what ER and various related terms, such as *free voluntary reading*, mean. The next chapters in this part situate ER in light of theories of the reading process, discuss the importance of affect and how ER can improve learners' attitudes toward reading, review research on ER, and consider the place of ER in the second language curriculum. The book's second part discusses a crucial issue regarding materials for use in ER programmes. The authors argue for the use of what they call language learner literature, works written or rewritten especially for language learners, e.g., simplified versions of well-known works. Day and Bamford go on to illustrate what is involved in creating good language learner literature. Further, the book's appendix provides a 49-page bibliography of recommended works of this type. The last and longest part of the book describes the nuts and bolts of running ER programmes, including setting up the programme, finding and organising the materials, orienting the students to the programme, creating an on-going community of readers, evaluating the programme, and, last but not least, the role of the teacher. They conclude by emphasising that although successful ER programmes differ in many regards, they all have one element in common: teachers who put their heart, soul, and mind into making the programme a success.

Dupuy, B. (1998). Cercles de lecture: Une autre approche de la lecture dans la classe intermédiaire de français langue étrangère.[Literature Circles: A different reading approach in the intermediate French classroom] *The Canadian Modern Language Review, 54*, 579-585.

In this paper, the author reports on an alternative reading approach for the intermediate foreign language class. It is an approach through which students are exposed to a great variety of books that they self select and discuss in their literature circles. After discussing the general principles of literature circles, the author will proceed to discuss how this approach can be implemented in the classroom.

Horst, M., Cobb, T., & Meara, P. (1998). Beyond a clockwork orange: acquiring second language vocabulary through reading. *Reading in a Foreign Language, 11*, 207-223.

This replication study demonstrates that second language learners recognised the meanings of new words and built associations between them as a result of comprehension-focused extensive reading. A carefully controlled book-length reading treatment resulted in more incidental word learning and a higher pick-up rate than previous studies with shorter tasks. The longer text also made it possible to explain incidental learning growth in terms of frequency of occurrence of words in the text. But the general frequency of a word was not found to make the word more learnable. Findings also suggested that subjects with larger L2 vocabulary sizes had greater incidental word learning gains. Implications for incidental acquisition as a strategy for vocabulary growth are discussed.

McQuillan, J. (1998). The use of self-selected and free voluntary reading in heritage language programs: A review of research. In S. D. Krashen, L. Tse, and J. McQuillan (Eds.), *Heritage language development* (pp. 73-88).Culver City, CA: Language Education Associates.

The number of secondary schools and universities offering courses designed especially for heritage language (HL) speakers has increased dramatically in recent years (Collisten, 1994). Despite the appearance of a number of theoretical frameworks on how to approach HL instruction (Valdes, 1995; Merino, Trueba, and Sanmaniego, 1993) and the publication of several textbooks and proposed curricula ranging from traditional grammar instruction (Gonzales and Gonzales, 1991; Blanco, 1994; Sole, 1994) to communicative approaches (Roca, 1994), there has been little formal evaluation of the effectiveness of any of these methods. One exception is a small body of research on the promotion of self-selected, pleasure reading--what Krashen (1993) calls "free voluntary reading" (FVR)--in HL classes. This chapter reviews the literature on the use of FVR and self-selected reading with HL students, and discusses at what age and under what conditions HL courses may be most effective.

McQuillan, J., & Tse, L. (1998). What's the story? Using the Narrative Approach in beginning language classrooms. *TESOL Journal, 7*, 18-23.

** The primary purpose of beginning-level L2 courses is to provide students with interesting and comprehensible language input in a low anxiety setting (Krashen, 1982). This article introduces an approach to language teaching that incorporates the best of existing comprehension-based methods, such as the natural approach, and is at the same time a radically different way of envisioning second and foreign language instruction. The narrative approach does not focus the syllabus on grammatical structures or thematically organized vocabulary but on a simple yet powerful medium that provides students input: interesting and comprehensible stories. We will outline the theoretical rationale and research

support for the narrative approach and suggest how to implement it in beginning-level second and foreign language classrooms.

Pucci, S. L. (1998). What predicts second language reading success? A study of home and school vairables. *I.T.L. Review of Applied Linguistics, 121-122*, 1-18.

* This article reports a study of the correlations between L2 reading proficiency and a number of home and school variables, data for which were collected via self-report. Participants in the study were 23 fourth grade U.S. elementary school students who had Spanish as their primary language. Twelve were rated as proficient English readers, and 11 were rated as less proficient. Multiple t-tests found no differences between the two groups on many variables, such as time spent reading at home, time spent at school on self-selected reading, and time being read aloud to at home. However, the more proficient group were reportedly higher to a statistically significant degree on books in the home, recognition of book titles, positive attitude toward reading, and self-evaluation of reading ability. Based on these findings, the authors recommend that school libraries be given greater emphasis as a source of reading materials.

Stokes, J., Krashen, S., & Kartchner, J. (1998). Factors in the acquisition of the present subjective in Spanish: The role of reading and study. *I.T.L. Review of Applied Linguistics, 121-122*, 19-25.

University level students of Spanish were tested on their (acquired) competence in the subjunctive. Free reading in Spanish was a significant predictor of subjunctive competence, but length of residence in a Spanish-speaking country, formal study, and specific study of the subjunctive were not significant predictors. These results are consistent with previous research on free reading in English as a first and second language.

Wolkinson, D., & Burchfield, L. (1998). How one school made extensive reading work. *English Teachers' Journal (Israel), 52*, 69-72.

* This article describes an English language extensive reading program at an Israeli junior high school. The program's initiation, guidelines, and problems are discussed. Student surveys indicated an overall favorable response to the program. The authors make the following suggestions: provide incentives to encourage students to bring their books to class; hold meetings at which teachers work on criteria for evaluating students' book tasks, encourage teachers to conduct sustained silent reading (SSR) at conducive times and to maintain discipline during SSR; and involve students in deciding which books to purchase for the school library.

Malgwi, G. J. (1999). Building a class library using local folktales. *English Teaching Forum, 37*(3), 31-32.

* This article describes how in Nigeria the lack of reading materials in schools and of a reading culture in students' homes is addressed by having students work in groups to tell each other and then write out local folktales. To help students with their writing, they read other storybooks. Illustrations and book covers are added after the teacher has given feedback on the writing. These books become part of a class library and can be exchanged with other classes.

Rodrigo, V., & McQuillan, J. (1999). Personal reading: An effective means to Spanish language acquisition by U.S. bilingual Hispanics. *Lectura y Vida (Reading and Life), 20*(1), 33-44.

In this study, the effectiveness of using extensive reading to teach Spanish as a heritage language to U.S. Hispanic students was empirically assessed using vocabulary measures and student questionnaires. Results suggest that free or voluntary reading programs, on which students are allowed to choose their own reading material, read at their own pace, and on which reading is done for content provide two key advantages: Spanish language proficiency is greatly facilitated and reading habits are promoted successfully. The authors provide guidelines for teaching and propose implications for language acquisition models.

Mason, B., and Krashen, S. D. (in press). Can we increase the power of reading by adding more output and/or correction. *Texas Papers in Foreign Language Education*.

Renandya, W. A., Rajan, B. R. S., & Jacobs, G. M. (in press). Extensive reading with adult learners of English as a second language. *RELC Journal*,

This article reports on a study of the impact of extensive reading (ER) on the language proficiency of a group of Vietnamese government officials studying English. Two questions were of interest. First, we wanted to examine if ER could be successfully implemented with adult second language learners beyond traditional student age. Secondly, we were interested in the relationship between learning gain and a set of ER variables, such as amount of ER materials read, the extent to which this material was perceived to be a useful and enjoyable activity. The results indicated that older adult second language learners could indeed benefit from a carefully planned and systematically implemented ER program. Further, a regression analysis showed that amount of ER was the only significant predictor of participants' gain scores.

Edinburgh Project on Extensive Reading (EPER) Graded Reader Database and Booklists (circa 1981-present). Edinburgh: Institute for Applied Language Studies, University of Edinburgh.

* The EPER database, begun in the early 1980s and updated periodically, currently has entries for about 3500 English-language graded readers, both in and out of print. Each book is assigned to one of EPER's 8 readability levels, from beginning to advanced. The database thus consolidates the various series from various publishers into one overall system of levels. Database entries also include such information as recommended reader age (adult, secondary, primary), genre, regional setting, sex of the main protagonist, and a quality rating on a 5-point scale. At different times, it has been possible to order (directly from EPER) Booklists drawn from the database. The Booklists, copyrighted by EPER according the year made, have included Complete Lists (all books both in and out of print); Current/Standard Lists (all books in print, now about 1600 titles); Recommended Titles (those in print that score 4 or 5 on the quality scale, currently about 600 titles), and customized lists to customer specifications (e.g. books suitable for primary-aged readers). Further details of and information from the database can be found in Hill & Thomas, 1988, 1989, 1993, and Hill, 1997. A version of the Recommended Titles Booklist appears as an appendix to Day and Bamford, 1998.